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ABSTRACT

Since 1994, New Jersey's higher education system has been under a new governance system created by the Higher Education Restructuring Act. The act declares that eliminating unnecessary state oversight will spur institutional creativity and innovation and that placing greater decision making and accountability at the institutional level will better enable New Jersey colleges and universities to fulfill their missions and serve statewide goals. The restructuring act requires the commission and the President's council to conduct a comprehensive assessment of the new structure and submit a report to the governor and Legislature on or before July 1, 1999. The report identifies the major implementation activities undertaken in the past five years and offers some recommendations. Major accomplishments include: (1) enactment of a $55 million Higher Education Technology Infrastructure Fund; (2) a significant increase in operating aid for community colleges; (3) a bond proposal that provides $550 million for capital improvements at four-year institutions; (4) development of a broad-based transfer and articulation agreement; (5) creation of a $1 million grant program to improve graduation and transfer rates for low-income or minority students; and (6) completion of a statutorily-required study of the capacity of the higher education system. (JJL)

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The Five-Year Assessment of Higher Education Restructuring

July 1999

M. GOLDSMITH

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A joint report of the New Jersey Commission on Higher Education and the New Jersey Presidents' Council

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I. INTRODUCTION

Background

New Jersey's higher education system is at the end of its fifth year under the new governance system created by the Higher Education Restructuring Act. Shortly after taking office in January 1994, Governor Christine Todd Whitman called for a new governance structure for higher education in New Jersey, with greater autonomy for colleges and universities at the heart of her recommendation. To help formulate the requisite statutory changes, the Governor appointed a 15-member advisory panel drawn from the ranks of higher education administration, the K-12 community, the Legislature, the private sector, and other organizations concerned with higher education in New Jersey. After public hearings and deliberation, the panel made specific recommendations for a tripartite governance structure designed to increase institutional autonomy and accountability and better serve state needs.

The Legislature concurred with the panel and used its recommendations as the foundation for a new statutory governance structure. The resulting law enacted in July 1994 declares that eliminating unnecessary state oversight will spur institutional creativity and innovation and that placing greater decision making and accountability at the institutional level will better enable New Jersey colleges and universities to fulfill their missions and to serve statewide goals. It further declares the need for state level coordination as well as cooperation among the institutions to achieve institutional excellence and effectiveness in addressing state needs and providing an affordable and accessible system of higher education in New Jersey.

With the enactment of the restructuring law, the former Board and Department of Higher Education were eliminated. Dissolving these entities reduced the extent of state involvement in institutional matters and removed a level of bureaucratic review. A new shared governance structure was established. The tripartite, entrepreneurial governance model consists of the Commission on Higher Education, the Presidents' Council, and the individual institutional trustee boards.

Under the new paradigm, boards of trustees are ultimately responsible for the governance of their institutions. They are specifically charged with responsibility for institutional policy and planning, student tuition and fees, admissions, degree requirements, investment of institutional funds, legal affairs, and a budget request for state support. The institutional governing bodies also have authority for academic programs, personnel decisions, and initiatives for improving institutional facilities. To document institutional outcomes, the public institutions prepare annual accountability reports, for which the Commission approves the reporting format.

The role of the Commission in the new paradigm includes general systemwide coordination, research, advocacy, planning, and policy development, with advice from the Presidents' Council. The Commission recommends higher education initiatives and incentive programs to the Governor and Legislature and submits an annual coordinated budget policy statement to the Governor and Legislature. It also has authority for institutional licensure, university status, institutional requests to exceed or change their programmatic mission, and new degree programs referred by the Presidents' Council as unduly costly or unduly duplicative. In addition, the Commission works with the Department and State Board of Education, other state agencies, and the federal government; approves higher education capital and equipment

projects funded through state bonds; administers several state grant programs; and holds regulatory authority in statutorily designated areas.

The Presidents' Council is responsible for new program review; formation of regional and cooperative programs among institutions, including policies for transfer and articulation; and recommendations to the Governor, Legislature, and Commission on higher education policy issues. It also makes recommendations regarding funding for higher education and student assistance programs. The Council has an advisory role on programmatic mission changes and new degree proposals that exceed an institution's mission or are unduly duplicative or expensive and, upon referral by the Commission, provides recommendations on institutional licensure and relicensure. The Council also assists and advises the Commission on statewide planning and policy initiatives. The Council was originally comprised of the presidents of the 45 public and independent New Jersey colleges and universities receiving direct state aid; 1996 amendments expanded the membership to include four representatives of the 11 proprietary and religious institutions. An Executive Board, also created by the act, is authorized to carry out much of the Council's work.

The restructuring act also created the Office of Student Assistance as a separate entity to administer the student assistance programs established under the Student Assistance Board and the Higher Education Assistance Authority, with policy advice from the Commission in several areas. A new law enacted in March 1999 consolidates these entities into the Higher Education Student Assistance Authority, which will include one Commission representative among its members; the chair of the merged student aid policy board will serve as a member of the Commission.

Restructuring Assessment

The restructuring act requires the Commission and the Presidents' Council to conduct a comprehensive assessment of the new structure and submit a report to the Governor and Legislature on or before July 1, 1999. As was done for the required interim assessment of restructuring (at the two-year mark), a Restructuring Assessment Committee was formed consisting of Commission members, presidents representing the four collegiate sectors, and Commission staff.

The Committee reviewed and summarized the activities and accomplishments of the five years since the new governance structure was established. In addition, the Committee did a survey to gather perceptions regarding the new structure. The Eagleton Institute of Politics at Rutgers University assisted in questionnaire design and development, as well as data collection. Legislative leadership, Commission members, the Presidents' Council, institutional governing boards, student assistance professionals, faculty governance and union leaders, institutional administrators, and student government leaders were surveyed. While the survey was not conclusive due to a relatively low response rate and a disproportionate number of returns from some groups, it did provide some interesting data to assist in the overall assessment *(See Section IV)*.

The Committee's assessment also benefited from input provided by over 150 participants in an all-day, invitational conference on restructuring. Governor Whitman delivered the keynote address, a state and a national panel discussed the implementation of the new structure, and break-out groups discussed specific areas identified by the survey respondents as needing improvement *(See Section V)*.

II. THE SYSTEM

The restructuring act specifically requires the five-year assessment to include profiles for each public college and university. These data, most which are available from databases maintained by the Commission, are the same as the core indicators in the annual institutional accountability reports; a special survey collected the data that were not readily available. **Appendix 4** provides a two-page profile of each of the 31 public colleges and universities.

In addition, the following aggregate data regarding New Jersey's public and private colleges and universities provide a general profile of the system for which the new governance structure was created.

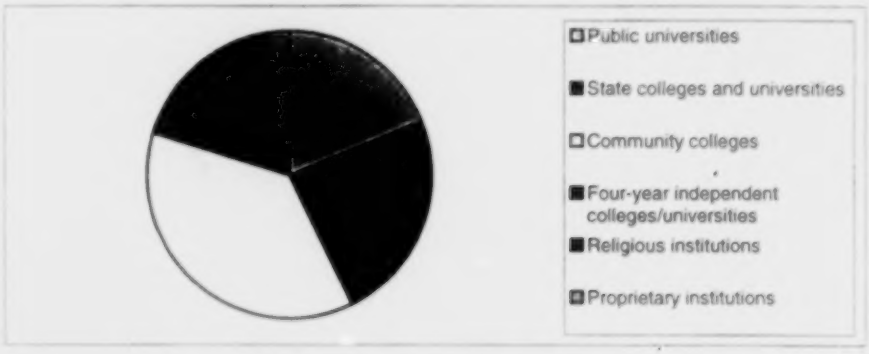
Students: In fall 1998, New Jersey colleges and universities enrolled a total of 326,291 students, 183,337 full-time and 142,954 part-time. Undergraduates were 85% of the total, and New Jersey residents accounted for 92% of the undergraduates.

PROFILE OF ALL STUDENTS, FALL 1998

	Full-Time	*Part-Time*	*Total*	*% N.J. Res.*
Undergraduate	166,508	111,155	277,663	92.2%
Graduate	16,829	31,799	48,628	
Total	183,337	142,954	326,291	

TOTAL ENROLLMENT BY SECTOR

State colleges and universities	77,672
Community colleges	121,114
Four-year independent colleges/universiti	55,921
Religious institutions	3,602
Proprietary institutions	6,257
Total	**326,291**



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Student Assistance: New Jersey ranks second among all states in the amount of need-based student aid provided per full-time undergraduate student. In FY 1998, 57,313 undergraduate students received Tuition Aid Grants, of whom 13,472 also qualified for Educational Opportunity Fund grants. The state's four merit-based scholarships provided aid to 10,858 students.

STATE STUDENT ASSISTANCE PROGRAMS
UNDERGRADUATE PARTICIPATION
FY 1998

	Number of Students	*Total Value of Awards*
TAG	57,608	$133,216,450
EOF	13,487	$12,866,490
Garden State Scholars	2,767	$1,327,632
Distinguished Scholars	4,472	$4,332,659
Urban Scholars	2,429	$2,294,063
Outstanding Scholar Recruitment*	1,230	$3,000,000
NJCLASS Loans	3,015	$20,879690
Total		$168,395,976

*This reflects the first cohort of students. A second cohort was added in FY 1999, roughly doubling the number of students served and the value of awards. It is anticipated that additional cohorts will be added in future years.

Undergraduate Student Profile: In the fall of 1998, minority students constituted 30 percent of all undergraduates enrolled in New Jersey public and independent institutions. Female students accounted for 57 percent of undergraduate enrollment. Sixty percent of undergraduate students are enrolled on a full-time basis.

FALL 1998 UNDERGRADUATE STUDENT PROFILE

Race/Ethnicity	*Full-Time Female*	*Full-Time Male*	*Full-Time Total*	*Part-Time Female*	*Part-Time Male*	*Part-Time Total*	*All Students*
African American Non-Hispanic	14.1%	10.2%	12.3%	13.2%	10.2%	12.0%	12.2%
Asian	7.6%	9.0%	8.2%	4.4%	5.6%	4.9%	6.9%
Hispanic	13.2%	10.5%	12.0%	9.5%	9.6%	9.5%	11.0%
White Non-Hispanic	56.1%	60.0%	57.9%	63.1%	62.9%	63.0%	59.9%
Other + Unknown	9.0%	10.4%	9.6%	9.8%	11.8%	10.6%	10.0%
Total (100%)	**90,674**	**75,834**	**166,508**	**66,412**	**44,743**	**111,155**	**277,663**

Faculty: In fall 1998, New Jersey colleges and universities employed a total of 11,332 full-time faculty. Females constituted 37 percent of all faculty; minorities constituted 16 percent of the total. Tenured faculty accounted for 62 percent of the total. The institutions also employed adjunct faculty. With a total of 11,348 part-time faculty members in fall 1997, the statewide ratio of full-time to adjunct or part-time faculty was virtually 1:1.

PROFILE OF FULL-TIME FACULTY, FALL 1997

Race/Ethnicity	*Male Faculty with Tenure*	*Male Faculty without Tenure*	*Total Male Faculty*	*Female Faculty with Tenure*	*Female Faculty without Tenure*	*Total Female Faculty*	*All Faculty*
African American	4.4%	5.2%	4.7%	7.7%	7.5%	7.6%	5.8%
Asian	7.0%	10.3%	8.0%	3.5%	8.0%	5.6%	7.1%
Hispanic	2.4%	2.9%	2.6%	3.4%	3.4%	3.4%	2.9%
White	85.1%	71.2%	80.5%	84.8%	76.2%	80.7%	80.6%
Other + Unknown	1.1%	10.4%	4.2%	0.6%	5.0%	2.7%	3.6%
Total (100%)	**4,788**	**2,327**	**7,115**	**2,220**	**1,997**	**4,217**	**11,332**

Programs: New Jersey colleges and universities currently offer over 2,900 degree programs in 232 different fields.

Accreditation: Forty-six New Jersey institutions are accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The other 10 institutions are accredited by appropriate specialized accrediting bodies recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

III. SURVEY INFORMATION

In an effort to gauge the perceptions of New Jersey's higher education community, the Restructuring Assessment Committee worked with the Center for Public Interest Polling of the Eagleton Institute of Politics at Rutgers University to develop a questionnaire to survey views on higher education restructuring in New Jersey. The questionnaire was sent to 475 selected participants, and 145, or 31 percent, responded.

The community college sector had the largest representation (40%) among respondents, followed by the independent colleges/universities, the state colleges/universities, and the public research universities.

Counting the category "other," there are 16 possible organizational affiliations that were listed in the questionnaire. These categories have been collapsed into six broader groups: Commission members, the financial aid community, the Presidents' Council, other institutional employees and student leaders, trustees, and "other" (mostly non-Commission state officials). It should be noted that multiple affiliations are possible. The largest group of respondents (42%) is other institutional employees and students. Respondents connected with student assistance are the second largest, followed by presidents, trustees, non-Commission state officials, and Commission members, in that order.

Themes

A detailed analysis of the survey and the annotated questionnaire indicating the percentage response to each item on the questionnaire can be found in **Appendix 1**. The Committee identified the following general themes from the survey responses.

- As a general rule, positive views of restructuring outweigh negative views; but many see restructuring as only a partial success. Relatively few consider it to have been harmful.
- There are predominantly positive views of improvement in innovation, institutional decision making, institutional accountability, and coordination among institutions. On the other hand, views of improvement in resources are predominantly negative. A plurality rates collaboration between the Commission and the Presidents' Council as excellent or good.
- The community colleges and the state colleges/universities are more frequently positive than the public research universities and the independent colleges and universities. However, there are several other patterns of differences among the sectors.
- With regard to type of organizational affiliation, all of the groups except people involved in financial aid are frequently positive. Financial aid respondents are the most likely to have no opinion.
- Commission members are positive about most issues. They are negative about improvement in resources and institutional coordination.
- The presidents rate improvement in innovation/creativity and institutional coordination as high. They rate improvement in resources negatively.
- Both Commission members and presidents tend to rate collaboration/communication between their organizations as good but not excellent.

- There is a tendency for those with the most positive or the most negative perceptions about changed or unchanged conditions to be more likely to assign credit or blame to restructuring.
- Those groups with fewer positive views on a particular question tend to have more respondents with no opinion on that question.
- The numbers of respondents with no opinion are surprisingly large across a range of issues, especially on specific questions regarding whether restructuring was responsible for a perceived change or lack of change.
- The current (1998) restructuring survey, along with the 1996 interim survey, directly and indirectly document a considerable degree of stability in attitudes toward restructuring since 1994. Rowan University's 1998 report directly reaffirms this stability.

General Attitudes and Perceptions

On the broadest summary question, about equal numbers of respondents—roughly two-fifths each—believe that the Higher Education Restructuring Act has been a positive change or that it has been a mixed change. Only one-tenth perceives a negative change, and even fewer have no opinion.

Assessing the degree of improvement in six areas, a majority of respondents see some or a great deal of improvement in innovation and creativity in dealing with higher education issues, as well as similar levels of improvement in institutional decision making, accountability of institutions and their boards of trustees, and coordination and collaboration among higher education institutions. By contrast, a majority see not much improvement, no improvement, or a decline in resources to support policy recommendations. With regard to fair and equitable systemwide policy development and decision making, no clear majority exists, and a high percentage of respondents have no opinion (16%).

Regarding collaboration and communication between the Commission and the Presidents' Council, 45% of the respondents rate it excellent or good, while 31% rate it only fair or poor. One reason for the lack of overall consensus is that 24% of the respondents have no opinion.

Perceptions Linked to Restructuring

The survey identifies 13 objectives of the restructuring act, and solicits perceptions of how well they have been achieved. In addition, the questionnaire lists nine responsibilities that are shared by the Commission, the Presidents' Council, and institutional boards of trustees, and asks respondents to indicate how well they think each entity is fulfilling them. Respondents were also asked to indicate if the ratings they gave were based on the changes in the structure of higher education.

An examination of the responses to these items provides an interesting pattern of assessments, based on the particular respondents' perceptions. In order to organize the possible ratings, the committee devised a matrix with four possible combinations of ratings:

(a) positive evaluations ("excellent" or "good") attributed to the restructuring;
(b) negative evaluations ("only fair" or "poor") attributed to restructuring;
(c) positive evaluations not attributed to restructuring; and
(d) negative evaluations not attributed to restructuring.

The responses for the three respective entities (Commission, Presidents' Council, and boards of trustees) were pooled for each responsibility. The following matrix indicates where the majority of those who responded rated each of the objectives and responsibilities among the above four possible combinations. Note that respondents who indicated they had "no opinion" are excluded from the matrix, although they are considered in the rest of the narrative analysis.

Aspects Rated as **Good/Excellent** And Attributed to Restructuring	Aspects Rated as **Fair/Poor** and Attributed to Restructuring
• Institutional governing board decision-making • Institutional governing board accountability • Institutional flexibility in establishing new academic programs • Adequacy of new academic program review • Final determination on disputes and appeals • Timeliness in addressing issues • Timeliness in making decisions • Cooperation among the various higher education entities • Availability of information on higher education	• Statewide coordination of academic programming • Systemwide coordination of higher education • Budget development process • Coordinated systemwide advocacy • Progress toward statewide master planning
Aspects Rated as **Good/Excellent** and **not** Attributed to Restructuring	Aspects Rated as **Fair/Poor** and **not** Attributed to Restructuring
• Student access to higher education • Affordability of higher education • Administration of student aid programs • Institutional legal representation • Disclosure of institutional expenditures	• Trustee appointment process • K-12/higher education communication and collaboration • Resource sharing among institutions

Comparison with the Interim Survey

The Restructuring of New Jersey Higher Education: An Interim Report to the Governor and the New Jersey Legislature, which the Commission published in July of 1996, also contained a survey component. There are both similarities and differences between the two surveys. A key difference is that while the first survey sought to measure changes in attitudes and perceptions that had taken place since the time the restructuring was announced, the second survey is concerned with current attitudes. Restructuring had solid support in 1996, as it does now; sector differences that were found in 1998 were also present in 1996. However, one organizational group — institutional trustees — seems to have become more positive and more willing to express an opinion now than before. Also, another group — Commission members — seems to have become somewhat less positive (though they remain as positive as any of the groups except the non-Commission state officials).

IV. KEY ACCOMPLISHMENTS UNDER RESTRUCTURING

The Higher Education Restructuring Act of 1994 set high expectations for New Jersey's new tripartite governance structure, and the survey identified a number of key areas perceived as excellent or good as a result of restructuring. However, the survey was intended to gauge perceptions of a broad constituency, and it did not address all of the one-time and ongoing responsibilities assigned to the Commission on Higher Education, the Presidents' Council, and institutional governing boards. This section addresses some of the most significant goals achieved in the first five years under the new governance structure, largely as the result of the level of cooperation and collaboration that developed within the higher education system.

At the individual colleges and universities, reduced state regulation has enabled boards of trustees to focus on institutional goals and be more responsive to student and community needs. On a state level, the synergy that has developed among college and university presidents, and between presidents and the Commission and other stakeholders has resulted in many significant accomplishments that benefit students, institutions, and the state. The mechanism for collaboration between the Commission and the Presidents' Council was not defined by the restructuring act and it has evolved over the years. In the past two years, the Commission's Executive Committee and the officers of the Presidents' Council's Executive Board have forged a more productive working relationship. There is also frequent informal dialogue between the Commission's executive director and the chair of the Presidents' Council on a variety of issues, and each body's regular monthly meetings provide an opportunity for representatives of the other to offer more formal input. In addition, both organizations have been represented on every major task force and committee formed since restructuring.

Much of the first year following restructuring was focused on completing statutorily required reports on funding and tuition, collaboration between higher education and K-12, student aid administration, and collective bargaining and civil service in the state college and university sector. These reports, submitted to the Governor and Legislature, have informed ongoing policy and planning efforts, and several of the specific recommendations have been successfully implemented.

The restructuring act also required the development of a master plan for higher education. With significant involvement from the Presidents' Council and the rest of the higher education community, the Commission adopted *Looking to the New Millennium: New Jersey's Plan for Higher Education* in October 1996. The first long-range plan since 1981 established a vision for New Jersey higher education (see **Appendix 2**) and made recommendations to guide colleges and universities, and the state, in achieving that vision.

The first update of the long-range plan, released for public comment in March 1999, includes a status report on the original recommendations, as well as new recommendations intended to define a strategic course by which New Jersey's system of colleges and universities will become among the world's best. The major recommendations that have been implemented from the original plan are:

- enactment of a $55 million Higher Education Technology Infrastructure Fund that has allowed 45 eligible institutions to accelerate their technology plans and spurred systemwide collaboration to create the Virtual Academic Library Environment, the New Jersey Virtual University, and the proposed interinstitutional broadband

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network backbone;

- a significant increase in operating aid for community colleges as well as an increase in the state bonding limit for community college facilities (both were first recommended in the 1995 funding and tuition report);
- a bond proposal that provides $550 million for capital improvements at four-year colleges and universities (first recommended in the 1995 funding and tuition report);
- development of a broad-based transfer and articulation agreement and a proposed computerized system to facilitate student transfer;
- creation of a $1 million grant program to improve graduation and transfer rates for low-income or minority students; and
- completion of a statutorily required study of the capacity of the higher education system.

In addition to these important outcomes from the long-range plan, the Commission, Presidents' Council, and institutional boards have addressed a number of important ongoing goals, which include:

- enhancing accountability and information about higher education through annual institutional and systemwide reports as well as the development of a performance funding initiative for public institutions;
- developing and implementing the processes for licensure, new program review, and the designation of university status;
- strengthening the three grant programs administered by the Commission (Special Needs, College Bound, and Education of Language Minority Students) by working closely with institutions and the advisory boards for each to implement key recommendations that came out of comprehensive reviews of the programs;
- strengthening the EOF program by working closely with the EOF Board of Directors and institutional program directors to improve administration and enhance state-level planning; and
- increasing collaboration with business, K-12, and government agencies.

A full list of the major activities implemented since the enactment of the Higher Education Restructuring Act is included as **Appendix 2.**

V. CONFERENCE ON HIGHER EDUCATION RESTRUCTURING

An important aspect of the five-year assessment of restructuring was a daylong conference that provided a unique opportunity for New Jersey's higher education community to focus on both the improvements fostered by the new governance structure and the challenges that lie ahead. On January 22, 1999, over 150 institutional leaders, trustees, faculty and union representatives, students, Commission members, legislators, and others gathered at Rider University to hear presentations and participate in discussions about higher education restructuring in New Jersey.

Governor Christine Todd Whitman shared her views on restructuring and her vision for New Jersey higher education. A panel of legislators and others instrumental in the passage of the Higher Education Restructuring Act discussed their perceptions about restructuring and the challenges higher education faces in the future. In addition, a panel of higher education policy experts from throughout the country placed New Jersey's governance reform in a national context and also discussed how institutions and the state might build upon the early successes of restructuring.

Following the presentations, participants broke into small groups to discuss the specific aspects of restructuring that received less-positive ratings in the survey.

Key themes from presentations and panels

Governor Whitman's Keynote Address

While the Governor believes it may be too soon to judge whether restructuring has been successful, she noted that it has improved coordination and collaboration within the higher education system and made it more responsive to students, the business community, and the state. She indicated that presidents are working together in an unprecedented way, and the increased autonomy has unleashed institutional creativity, while maintaining the state's commitment to quality, access, and affordability. She said the higher level of autonomy is accompanied by accountability, such as the state's new performance funding initiative.

Panel on the Higher Education Restructuring Act

The panelists agreed that increasing trustees' responsibility for institutional vision, quality, and accountability is desirable and appropriate, and that more focus is needed on how trustees fulfill their important role. The legislators agreed that trustees, as well as college and university presidents, can be very effective advocates for their institutions and the system as a whole. Panelists also noted that colleges and universities must respond to the public agenda and play a role in addressing critical state needs and social issues. While New Jersey is seen as a national leader in need-based student aid, legislators see a need to provide more financial assistance to middle-class residents.

Panel of National Experts

The panel of national experts praised what has been accomplished in New Jersey under the new governance structure, although they cautioned against focusing on the governance structure rather than statewide needs and long-term goals. They also noted that many of the issues identified as needing improvement reflect broad national trends, not problems with New Jersey's new governance structure. Although survey respondents related issues such as

budget, master planning, and coordination of programs to restructuring, such issues pose challenges for all states, regardless of their governance structure. The panel also stressed that to be most effective, the higher education community must approach advocacy with clear common goals and a strong central voice.

Key themes from breakout discussion groups

Advocacy

Despite a closer working relationship between the Commission and Presidents' Council in areas related to budget development and advocacy, some participants still expressed concerns that the governance structure lacks a central advocate for higher education. There was general agreement that both the Commission and Presidents' Council should play a stronger and more visible role as advocates for higher education. The two entities should work together to define roles and expectations and develop a plan and agenda for advocacy. Some felt the absence of cabinet-level status for the Commission is detrimental to advocacy efforts. More trustee involvement in advocacy is also needed. Participants agreed that New Jersey should do more to raise public awareness about the benefits/importance of higher education and to market its higher education system. Expanding and strengthening relationships with business and industry are an important part of this effort.

Budget Development Process

As noted above, participants expressed concern that while FY 2000 was an improvement over past years, the budget development process had often lacked coordination, and as a result, was not as effective as possible. They stressed the need for the Commission and Presidents' Council to coordinate efforts and speak with one voice, being proactive early in the process rather than reactive. They agreed that the state must provide adequate, consistent, predictable support for base budgets, and should consider multi-year budgeting, or at least multi-year budget planning.

Master Planning

The breakout groups recommended that the Commission increase its efforts to communicate the substance of the long-range plan and its relevance to various constituencies. Some expressed dissatisfaction with the plan itself. Others felt the plan and updates should be well circulated and referred to frequently, as a foundation upon which to base policy decisions. Institutions should seek to align their plans with the state plan. While participants believe that restructuring has allowed for broader input in statewide planning, there is not equal involvement among all institutional constituents. They said trustees should be more involved in updating the long-range plan.

Coordination of Academic Programming

Breakout group participants had differing opinions regarding coordination of academic programming. Some saw improvement and believe that the process is working; they believe that the Commission's coordination role is appropriate and the system of checks and balances is sufficient. One group raised questions about whether there is a need to monitor/control program quality. It was suggested that the long-range plan should provide more context within which academic program decisions are made. One group suggested that the requirements for new program documentation should be reviewed and that licensure

regulations also should be reviewed periodically. Others felt a need to define "unduly costly and unduly duplicative." One group felt that academic programming through distance learning may pose problems related to quality and systemwide efficiency in the future.

Statewide Coordination of Higher Education

Participants agreed that the Commission should play a role in identifying statewide issues and the "public interest," as well as in spurring and assessing higher education's responsiveness. However, some expressed concern that statewide coordination must be balanced with sensitivity to institutional mission, as well as the need for institutional flexibility. Areas identified as needing additional statewide focus include: transfer and articulation, outmigration/inmigration, collaboration with K-12, and outcomes assessments and criteria.

Miscellaneous Issues

Another issue raised by the breakout groups was whether the Presidents' Council can maintain strong leadership in the future given its heavy reliance on volunteerism, and the need for a common orientation/understanding of all presidents on issues related to restructuring and the vision for higher education. Another concern was the political nature of the trustee appointment process, especially in light of the trustees' expanded role.

VI. CONCLUSIONS AND RECOMMENDATIONS

When the Higher Education Restructuring Act was enacted in 1994, people in New Jersey and across the nation questioned whether the new structure could work. Could college and university presidents move beyond the needs of their individual institutions to address statewide issues? Could a body of lay members with little or no background in higher education successfully guide state coordination and planning? Or, absent a cabinet-level representative and an extensive higher education bureaucracy, would the state ultimately abandon its commitment to access and affordability?

While the assessment of the new governance structure and its component entities points to some operational areas that need attention, the experience of the past five years has demonstrated clearly that the tripartite structure is workable and desirable. Since July 1994, New Jersey's higher education system has both labored and prospered under the new governance structure. The tripartite arrangement spurred institutional autonomy, collaboration, and innovation within a coordinated higher education system. Considerable progress has been made toward system and state goals due to significant efforts on the part of presidents, trustees, the Commission, and others in the higher education community.

With a profound commitment to make the new governance structure successful, the Commission and Presidents' Council embraced their respective and joint responsibilities and undertook them energetically. As a result, they made concerted efforts during the first two years to increase systemwide collaboration and communication, to complete statutorily required studies and reports, and to establish required processes and regulations. There was a synergy that drove those efforts, and the resulting policy recommendations, processes, and procedures established the framework for the many accomplishments over the past five years.

While the various higher education entities embraced their respective and joint responsibilities immediately, the relationships between those entities have evolved and improved over time. For example, the recently increased level of communication between the Commission's Executive Committee and the officers of the Presidents' Council has greatly improved budget development and advocacy efforts.

> **RECOMMENDATIONS: Frequent and stronger lines of communication between the two bodies, as well as with boards of trustees, will further enhance the ability of the structure to meet system and state needs.**
>
> **Similarly, communication and collaboration among the institutions and sectors have increased substantially, but will require additional attention. All relationships need ongoing nurturing and development, and this will be particularly necessary, both among the institutions and among the coordinating entities, to ensure the continued success of this governance structure.**

Given the focus on institutional autonomy in the new structure, there is a natural tension between campus interests and the interests of the system and the state. While individual institutions rightfully embraced the opportunity to move forward expeditiously, without the burden of excessive regulatory oversight, the coordinating entities attempted to guide institutional plans and policy with statewide planning and initiatives.

RECOMMENDATION: As the system matures, it is essential for institutions to help establish and maintain an ongoing balance between the interests of individual institutions and broader statewide needs and goals.

The Commission on Higher Education is also faced with the need to balance institutional and statewide interests. As the coordinating agency for higher education, the Commission engages in planning, policy development, research, and advocacy to meet higher education and statewide goals established by the restructuring act and through subsequent policy and law. The restructuring act specifically created the position of executive director of the Commission as a non-cabinet position appointed by the Commission rather than the Governor, as the most appropriate means to deal with the inherent tension between the needs of the institutions and the state.

The non-cabinet status of the executive director has been questioned by some, suggesting that higher education does not have a sufficiently strong voice and level of importance within the administration. Others believe that higher education has maintained a strong working relationship with the Governor and her staff as evidenced by the Governor's implementation of several Commission recommendations and her frequent inclusion of the executive director at cabinet meetings and affairs. In fact, the lines of communication between the Commission and the Governor's office, as well as with the Treasurer, are open and positive.

RECOMMENDATION: The Commission should continuously monitor the relationship with the administration to ensure that good communication and a strong working relationship with the Governor's office, the Treasurer, and essential staff are maintained over time and with future administrations.

There are some responsibilities within the structure that require attention, and in some cases the draft long-range plan update addresses them. One of those concerns is the adequacy of the long-range plan itself. While significant strides have been made in implementation of initiatives identified in the long-range plan for higher education, there is a need to move the plan beyond the identification of individual recommendations and develop a strategic course to achieve the plan's vision. The draft long-range plan update addresses that need, using the existing plan as a framework and defining the course to make New Jersey higher education competitive with the best in the world. The plan's structural design for regular update and review will provide appropriate means to monitor progress and revise the course if necessary.

In another area, the assessment of the structure confirmed the importance of the role of trustees in overseeing institutional matters and fulfilling the missions of their colleges and universities, as well as in striving to meet statewide goals in cooperation with other institutions and the coordinating entities. Clearly, trustees are volunteers serving individual institutions, and while they are not necessarily statewide spokespersons for higher education, their advocacy for their own institutions plays a critical role in fostering an understanding of the overall value of the investment in higher education and the system as a whole.

RECOMMENDATIONS: The role of trustees as a critical part of the tripartite structure should be more clearly defined and emphasized, particularly in regard to advocacy. The Commission should establish a task force that includes trustees to better define the role trustees should play and recommend mechanisms for involving them in statewide policy and planning efforts. At the same time, the

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trustee appointment process should be improved in regard to ensuring the timely appointment of highly qualified individuals, independent of political considerations.

The area of advocacy also needs attention in regard to establishing a strong central voice for higher education. The Commission should step forward to fill this gap and strengthen its role as an advocate for higher education, as recommended in the long-range plan update. The Commission should develop and initiate strategies to raise the level of awareness of higher education's societal and economic contributions and strengthen overall support for higher education.

A last suggestion to enhance operations within the governance structure concerns the statewide coordination of new programs and mission expansion. While the review process for new programs has fostered flexibility and the more timely delivery of new programs, the issue of lack of coordination of academic programs statewide was identified in a 1998 survey and at the January 1999 Restructuring Assessment Conference as an area in need of improvement.

RECOMMENDATION: **The long-range plan update appropriately recommends that the Presidents' Council should consider developing qualitative criteria to guide boards of trustees and institutions under their authority when proposing new programs. The Presidents' Council should also revisit the new program review process with the intention of establishing rigorous and consistent criteria that will be used to determine whether proposed programs are "unduly duplicative" or "unduly expensive." The Commission should similarly review both its process and criteria for petitions to exceed or change institutional missions.**

As a final comment, while the restructuring assessment confirms the validity of the current higher education governance structure, it is the actions and relationships of those who operate within the structure that are critical to its success. The early commitment and synergy that resulted in significant accomplishments and collaboration under the new structure have lessened somewhat as the years passed. While there continues to be a strong commitment to the structure from some, the interest and devotion of time to making it work has subsided to a degree, as would be expected. The level of time and effort put forth initially by institutional presidents and volunteer Commission members was extraordinary in light of their respective responsibilities for running an institution or maintaining another full-time occupation. While the level of effort needed now to effectively operate the structure is less intense, there is a need for strong leadership and commitment, which is dependent largely on volunteerism; the governance structure requires it to be effective. It also requires a common understanding among presidents, trustees, and the Commission members on issues related to restructuring and the vision for higher education.

RECOMMENDATION: **In light of this five-year juncture of the new structure, the reassessment of the structure's effectiveness, the addition of several new institutional presidents, and the advent of a new executive director of the Commission, the higher education community should reenergize and recommit to making the most of this governance structure, recognizing its yet untapped potential.**

Appendix 1
Detailed Results of the Restructuring Survey

(The survey instrument, with the distributions of responses to each individual item, follows)

The Overall Distribution of Opinions

Specific opinions. Of the 13 objectives of the restructuring act, a majority of respondents rate the attainment of six as excellent or good. These positive responses are led by those referring to student access to higher education or to institutional flexibility in establishing new academic programs. In the remaining seven cases there is no consensus between excellent/good and only fair/poor. The mixed pattern is in part due to high percentages of respondents expressing no opinion; these percentages range from 11% on systemwide coordination of higher education to 53% on institutional legal representation.

On the nine responsibilities of the Commission/Presidents' Council/trustees, there is a moderate tendency for ratings of these entities to move in a roughly parallel fashion. All of the entities are perceived as doing well on timeliness in addressing issues and timeliness in making decisions, though there are more respondents with no opinion in the case of the trustees. Both the Commission and the Presidents' Council do fairly well on cooperation among the various higher education entities and on availability of information on higher education. None of the entities does particularly well on K-12/higher education communication and collaboration, the budget development process, progress toward statewide master planning, coordinated systemwide advocacy, or resource sharing among institutions. However, for all entities, moderate to large numbers of respondents have no opinion with regard to these issues.

In responding to the questions regarding the 13 objectives of the act, many left them blank; the numbers range from 17 to 76. Similarly, on the nine responsibilities of the Commission, there are numerous blank responses (37-60). On the responsibilities of the Presidents' Council, blanks range from 44 to 63. Finally, for trustees, the number of nonresponses is even higher (59-72).

The Perceived Role of Restructuring by Assessments of Conditions

There is no simple relationship between respondents' positive or negative ratings on specific issues and their inclination (or lack thereof) to attribute the perceived current situation to restructuring. The difficulty of generalizing here is partly attributable to the large numbers of respondents who do not express an opinion on the role of restructuring.

The most common pattern, characterizing seven of the 13 objectives of the Restructuring Act, is for the "extreme" ratings—"excellent" or "poor"—to be associated with a greater inclination to credit or blame restructuring. This pattern emerges for the areas of access and affordability, institutional accountability, and coordination/review of academic programming, among others. With regard to institutional program flexibility, there is a positive relationship between the favorability of the rating and the likelihood of viewing

restructuring as the cause. In the case of student aid administration and trustee appointment, a negative relationship occurs: undesirable conditions are seen as having occurred because of restructuring, and desirable conditions are seen as having occurred despite restructuring. In three instances there is no pattern.

As far as the Commission's performance is concerned, in five instances the extreme ratings are associated with a greater tendency to cite restructuring; these include cooperation among the entities, budget development, availability of information, and systemwide advocacy. On four responsibilities there is no pattern linking ratings and restructuring. On the Presidents' Council's performance, in five instances extreme positions are linked with a higher probability of attributing the perceived current situation to restructuring; these include timeliness in addressing issues, timeliness in making decisions, cooperation among the entities, and availability of information. No pattern is evident on four responsibilities. Finally, regarding trustees, there are five instances in which the extreme ratings are associated with a greater tendency to cite restructuring; these include timeliness in addressing issues, budget development, and availability of information. On four responsibilities there is no pattern.

Opinions by Sector

Summary

Proportionally more respondents in the community college sector and the state college/university sector believe that the restructuring act has been a positive change than in the public research university sector or the independent sector.

The Community Colleges and the State Colleges/Universities

A majority of respondents in the community and state college/university sectors believe that there has been a great deal or some improvement in innovation and creativity in dealing with higher education issues. Both "a great deal" and "some" receive considerable endorsement.

The Public Research Universities and the Independent Colleges/Universities

A majority of respondents in the public research university and independent sectors believe that there has been "some" improvement in innovation and creativity, but none believe there has been "a great deal" of change. In all four sectors a majority believe that there has been a great deal or some improvement in institutional decision making. A majority of positive responses in the community college and state college/university sectors are "a great deal," and a majority in the public university and independent sectors are "some."

Other Patterns

Opinions by sector do not always break down as described above. Other patterns appear as well; therefore there does not seem to be a pervasive polarization of opinions. All three public sectors are positive regarding improvement in the accountability of institutions and their boards of trustees; in contrast, the independent colleges and universities are not particularly positive about improvement in this area. The community colleges are by far the most positive sector with respect to resources to support policy recommendations. The

community colleges, public research universities, and independent colleges and universities are positive about coordination and collaboration among higher education institutions, while the state college/university respondents are divided on this issue. Finally, the community colleges and public research universities are positive about fair and equitable systemwide policy development and decision making, while the other sectors are considerably less so.

With respect to collaboration and communication between the Commission and the Presidents' Council, the community colleges are somewhat more positive than the other sectors.

Opinions by Organizational Affiliation

Summary

On the most general item concerning the restructuring act, all of the groups except for financial aid have a majority or near-majority who regard the act as a positive change. Financial aid is also the only group with a non-trivial percentage who have no opinion (12%). State officials are the most positive.

Consensus

A majority of those in each group believe that the implementation of the act has brought about some or a great deal of improvement in innovation and creativity in dealing with higher education issues, and also in institutional decision making.

Several items elicit positive responses from every group except the financial aid community, which is also the group that exhibits the greatest tendency to have no opinion. On other issues, the financial aid community is one of two groups to have a negative opinion.

Because of the financial aid community members' strong representation among the respondents, as well as their higher than average tendency to have no opinion, this group tends to account for a considerable share of all respondents with no opinion. For example, on a range of questionnaire items, financial aid accounts for roughly 35%-50% of the "no opinions."

When the financial aid community is divided into two subsets, EOF and other, there is a tendency for the non-EOF portion to be more likely to have no opinion. There is also a tendency for the EOF portion to be more likely to have only slightly positive—or mildly negative—opinions. There are a few exceptions, however. For example, EOF is more positive than the other subgroup about resources.

State officials. Non-Commission state officials are the most positive about restructuring on the issue that is phrased in the broadest terms. They also have a majority who see some or a great deal of improvement in resources to support policy recommendations.

Commission members. On the resource issue, Commission members are the least likely to see some or a great deal of improvement. All groups except for the Commission members

and financial aid have a positive view regarding improvement in coordination and collaboration among higher education institutions.

Commission members do tend to be positive on most issues; but they are not the most positive of all the groups. A majority of Commission members view restructuring as a positive change, and rate collaboration/communication between the Commission and the Presidents' Council as excellent or good. Also, a majority see a great deal or some improvement in innovation/creativity, institutional decision making, institutional accountability, and equitable systemwide policies/decisions.

The Presidents' Council. Members of the Presidents' Council are neither the most positive nor the most negative group on any issue. Exactly half of the Council members regard restructuring as a positive change. Slightly over half rate collaboration/communication between the Commission and the Presidents' Council as excellent or good. Overwhelming majorities of presidents rate innovation/creativity and coordination/ collaboration among institutions as having improved a great deal or some. Improvement in institutional decision making, and institutional accountability also receive a solid majority the Presidents' Council support. The Council shares the Commission's restrained support for improvement in equitable systemwide policies/decisions, as well as its negative view of resources (though the Council is somewhat less negative).

Other institutional employees. The views of non-presidential employees parallel very closely those of their presidents.

Trustees. All groups except for financial aid and trustees have a majority who see some or a great deal of improvement regarding equitable systemwide policies/decisions. In most other respects the opinions of trustees do not stand out in either a positive or a negative direction. An exception is the issue of institutional decision making, where trustees are the most positive group. As a general rule, the trustees' opinions follow those of the Presidents' Council somewhat more closely than they do those of the Commission; however, these two options often do not diverge substantially.

NJ Commission on Higher Education/Presidents' Council 98-25/070998

Assessment of the Higher Education Restructuring Act of 1994

ANNOTATED QUESTIONNAIRE -ALL NUMBERS ARE PERCENTAGES BASED ON 145 COMPLETED INTERVIEWS

The Higher Education Restructuring Act of 1994 abolished the State Board and Department of Higher Education and established the Commission on Higher Education as the entity responsible for planning and coordination of the state's higher education system and the Presidents' Council to advise the Commission, the Governor, and Legislature on higher education issues. The law, implemented on July 1, 1994, requires the Commission and the Presidents' Council to prepare a comprehensive assessment of the new higher education structure by July 1999. As part of this assessment, the Restructuring Assessment Committee, jointly appointed by the Commission and the Presidents' Council, is conducting a survey to solicit your views on higher education restructuring in New Jersey. You may remember that in 1996 there was an Interim Report on Restructuring that also included a survey component in the assessment.

Please take this opportunity to complete the questionnaire. It should take about 10 - 15 minutes to fill it out. If you need any type of assistance or if you have any questions as you complete the questionnaire, please contact Janice Ballou, Eagleton Institute, Center for Public Interest Polling at 732-932-9384, Ext. 240.

CONFIDENTIALITY:

To make sure all of your answers are confidential, the questionnaire itself does not have any way of identifying you. A separate postcard, which is sent back to Eagleton at the same time as your questionnaire, will be used to track who did or did not participate in the survey.

Please seal your completed questionnaire in the postage paid envelope included in the packet and return it as soon as possible. The deadline for returning the questionnaire is September 30, 1998.

Thank you for your cooperation!

1. Listed below are objectives that the Higher Education Restructuring Act of 1994 identified for the new structure to address. Thinking about higher education in general, please answer these two questions for each of the following:

   a. First, as it is currently operating, would you give this item an excellent, good, only fair or poor rating? Circle "5" if you do not have enough information to have an opinion.

   b . Second, is the rating you gave based on changes in the structure of higher education that occurred because of the Restructuring Act or for some other reason?

		1a.					1b.	
		Excellent	Good	Only Fair	Poor	No Opinion	Because Of Restructuring	Some Other Reason
aa.	Student access to higher education	19	61	13	4	2	24	76
bb.	Affordability of higher education	7	42	34	14	1	27	73
cc.	Institutional governing board decision making	21	46	10	10	14	70	30
dd.	Institutional governing board accountability	17	40	18	11	14	69	31
ee.	Institutional flexibility in establishing new academic programs	43	37	8	3	9	86	14
ff.	Statewide coordination of academic programming	11	31	25	18	15	79	21
gg.	Adequacy of new academic program review	14	34	22	12	17	84	16
hh.	Administration of student aid programs	19	47	14	3	16	30	70
ii.	Systemwide coordination of higher education	3	36	32	18	11	81	19
jj.	Final determination on disputes and appeals	6	25	12	9	48	69	31
kk.	Institutional legal representation	7	28	7	5	53	30	70
ll.	Disclosure of institutional expenditures	7	37	17	11	29	44	56
mm.	Trustee appointment process	3	23	17	20	36	36	64

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2. The Commission on Higher Education, the Presidents' Council and institutional boards of trustees were given certain responsibilities as a result of restructuring. Thinking specifically about their actions:

2. The Commission on Higher Education, the Presidents' Council and institutional boards of trustees were given certain responsibilities as a result of restructuring. Thinking specifically about their actions:

a. First, as it is currently operating, would you give this item an excellent, good, only fair or poor rating? Circle "5" if you do not have enough information to have an opinion.

b. Second, is the rating you gave based on changes in the structure of higher education that occurred because of the Restructuring Act or for some other reason?

		2a.				2b.	
		Excellent	Good	Only Fair	Poor	No Opinion	Because Of Restructuring	Some Other Reason
Commission								
a.	Timeliness in addressing issues	9	52	14	5	19	81	19
b.	Timeliness in making decisions	8	51	18	4	19	83	17
c.	Cooperation among the various higher education entities	9	42	25	8	16	79	21
d.	K-12/higher education communication and collaboration	2	18	34	15	31	43	56
e.	Budget development process	4	26	26	15	29	70	30
f.	Availability of information on higher education	10	41	29	9	11	60	40
g.	Progress toward statewide master planning	3	28	32	14	22	77	23
h.	Coordinated systemwide advocacy	4	17	31	28	20	76	23
i.	Resource sharing among institutions	1	21	40	19	20	52	48
Presidents' Council								
j.	Timeliness in addressing issues	9	46	16	5	23	84	16
k.	Timeliness in making decisions	10	42	19	5	24	83	17
l.	Cooperation among the various higher education entities	9	40	25	7	19	80	20
m.	K-12/higher education communication and collaboration	2	13	36	16	33	52	48
n.	Budget development process	5	27	25	9	34	69	31
o.	Availability of information on higher education	10	39	23	9	20	61	38
p.	Progress toward statewide master planning	4	22	35	14	25	76	24
q.	Coordinated systemwide advocacy	6	25	26	18	25	79	21
r.	Resource sharing among institutions	4	20	36	16	23	60	40
Trustees								
s.	Timeliness in addressing issues	19	32	12	2	35	45	55
t.	Timeliness in making decisions	19	36	9	1	35	45	55
u.	Cooperation among the various higher education entities	4	27	21	7	41	46	54
v.	K-12/higher education communication and collaboration	6	17	20	13	44	32	67
w.	Budget development process	13	27	15	5	40	46	54
x.	Availability of information on higher education	9	30	18	8	36	41	59
y.	Progress toward statewide master planning	4	13	24	14	44	48	52
z.	Coordinated systemwide advocacy	5	16	21	17	41	49	51
zz.	Resource sharing among institutions	4	15	23	16	41	40	60

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2c. The restructuring legislation has a recommendation that the different parts of the system should work together. Overall, how do you rate the collaboration and communication between the Commission and the President's Council?

4 Excellent 41 Good 23 Only fair 8 Poor 24 No opinion

2d. And, briefly describe the main reason why you gave this rating?

_____

_____

_____

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3. Now, looking back over your responses to Questions 1 and 2, please select the one or two items from the list above that you feel have been improved the most because of changes implemented in the structure of higher education as a result of the Restructuring Act and briefly describe the reasons why it improved. Please list the letter in front of the item on the space provided below as a reference for your comments.

Letter of Item Selected	Comments about the item:
_____	_____
_____	_____

4. And, looking back over these same responses, please select the one or two items that you feel have not been improved by the changes implemented in the structure of higher education as a result of the Restructuring Act that need immediate attention, and briefly describe why you think this has happened and your suggestions for how it could be improved.

Letter of Item Selected	Comments about the item:
_____	_____
_____	_____

5. A primary intent of the Restructuring Act was to create an improved higher education governance structure that allows and encourages colleges and universities to be innovative and creative in pursuing the long-held statewide goals of affordability, access, and excellence.

Based on your role in the higher education community, indicate below the degree of improvement you have seen in each of the following areas since 1994 when the Restructuring Act was implemented. Circle "5" if you believe there was a decline in an area. Circle "6" if you do not have enough information to have an opinion.

DEGREE OF IMPROVEMENT

		A Great Deal	Some	Not Much	None At All	Declined	No Opinion
a.	Innovation and creativity in dealing with higher education issues	18	45	20	7	4	7
b.	Institutional decision making	43	29	10	9	1	8
c.	Accountability of institutions and their boards of trustees	23	31	16	8	5	16
d.	Resources to support policy recommendations	3	31	35	11	10	10
e.	Coordination and collaboration among higher education institutions	12	41	25	3	7	12
f.	Fair and equitable systemwide policy development and decision making	10	34	25	5	9	16

6. Now that the Higher Education Restructuring Act has been in effect for 4 years, overall do you think it has been:

41 a positive change 13 a negative change 40 mixed change 9 do not have any opinion either way

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7. If you have any suggestions for modifications in the 1994 Restructuring Act, please describe them below.

_____
_____
_____
_____

8. Questionnaires by their nature ask about certain items. If you have any other comments regarding the 1994 Higher Education Restructuring Act that you feel have not been covered in this questionnaire, please write your comments below.

_____
_____
_____
_____

9. Please identify any of the following organizations with which you are affiliated. Please circle all that apply.

1.	Commission on Higher Education	6
2.	Educational Opportunity Fund Board	5
3.	Educational Opportunity Fund Association	11
4.	Faculty leadership	9
5.	Financial aid director	12
6.	Governor's staff	1
7.	Higher Education Assistance Authority	2
8.	Higher Education Facilities Authority	2
9.	Institutional administration	45
10.	Institutional governing board	13
11	New Jersey Legislative Leadership and/or Education Committees	2
12.	Presidents' Council	22
13.	Student Assistance Board	5
14.	Student organization leader	7
15.	Union leadership	1
16.	Other: _____	4

10. If you are affiliated with an institution of higher education, please identify the type of institution.

1.	Community College	36
2.	State College/University	25
3.	Public Research University	6
4.	Independent College/University	27
5.	Theological Institution	2
6.	Proprietary Institution	3

Thank you very much for your assistance.

Please mail back the questionnaire in the postage paid envelope. At the same time, please mail back the postage paid postcard so your name can be removed from the list for a follow-up contact. Follow-up contacts will be made to those not returning the postcard to obtain the best possible representation of opinions.

Eagleton Institute of Politics
Center for Public Interest Polling
185 Ryders Lane
New Brunswick, NJ 08901-8557

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Appendix 2

New Jersey's Vision for Higher Education

New Jersey's system of higher education aspires to be among the best in the world, embracing excellence, access, and affordability. The quality of the state's public and independent colleges and universities will serve as a magnet to attract both resident and nonresident students and highly qualified faculty. Institutions will model tolerance and civility, celebrating the diversity that creates rich learning environments. A major force in developing the full potential of New Jersey and its people, higher education will serve all residents who have the interest and potential to learn, regardless of their economic circumstances.

The state's higher education system will develop and nurture the citizens and leaders of the future, preparing individuals for fulfilling lives, rewarding careers, and lifelong learning. Technology will strengthen the system and improve access, efficiency, and program effectiveness into the 21st century and beyond. Through teaching, research, and public service, colleges and universities will support the state's public policy goals of economic growth, social stability, and enhanced quality of life. New Jersey will value and support its investment in higher education, and institutions will seek innovative, collaborative approaches to meet the challenges ahead, committed to serving a globally competitive society.

Appendix 3

Higher Education Restructuring Act: Summary of Major Implementation Activities

The restructuring act required four major studies within the first year and an interim assessment of restructuring after two years.

1. **K-12/higher education collaboration report -** adopted in April 1995, described existing school/college collaboration and established a framework for interagency collaboration on jointly defined issues.

    - A joint county vo-tech/community college collaboration report led to alliances between the two entities in each county.
    - An interagency Task Force on Improving Transition from High School to College is underway.
    - Commission staff is working with the Department of Education to develop new regulations for teacher education programs and certification.
    - Commission staff attends State Board of Education meetings.
    - A representative from the State Board of Education attends Commission meetings.

2. **Student aid administration report -** adopted in June 1995, recommended various ways to improve student aid services and operations.

    - Most recommended efficiencies to improve service to students and institutions have been implemented.
    - Recently enacted legislation implements the recommended jointure of the Student Assistance Board and the Higher Education Assistance Authority and provides more flexibility for the Office of Student Assistance (OSA) in contracting for goods and services.
    - The Educational Opportunity Fund (EOF) program converted to completely electronic processing of student grants.

3. **Funding and tuition report -** adopted in October 1995, set forth long-term recommendations for funding both public and independent colleges and universities.

    - Annual budget policy statements are based on the recommendations of the joint Commission/Presidents' Council report.
    - Governor pledged and is funding $48 million over four years to move the community colleges toward the recommended partnership of 1/3 from state operating aid and 2/3 from counties and students.

- Some progress has been made in moving funding to the recommended partnership level for independent colleges and universities.
- Additional funding to balance partnership for senior public institutions has not yet been implemented.
- A $60 million increase in the state bonding limit for facilities at community colleges was enacted.
- Governor proposed increased funding for facilities renewal at senior public and independent colleges and universities.
- The dollar value of TAG awards has increased by $21.75 million.
- EOF received additional funding of $1 million for student grants and $385,000 for summer and academic program support.

4. **Collective bargaining report -** adopted in May 1995, recommended a means of improving the level of institutional input into state college collective negotiations and oversight for civil service employees of the colleges. While individual campuses continue to work on these issues, no state-level action has been taken.

5. **Interim assessment of restructuring report -** adopted in June 1996, indicated that positive views of the new structure outweighed negative and that significant progress had been made in implementing the law.

The restructuring act required the development of a master plan. In October 1996, the Commission adopted the first statewide plan for higher education since 1981. The following recommendations have been implemented:

Flexibility and productivity study to address cumbersome regulations and statutes was adopted in November 1997.

- Efforts have been made to address issues in several identified areas; some efforts have been completed and some are underway.

A capacity study was conducted and the Commission adopted recommendations regarding the capacity of New Jersey higher education in March 1998.

- The primary finding is that there is no need to establish, close, or consolidate any institutions; institutional collaboration and competitive instructional models, such as distance learning, should be used to address pockets of unmet need. (Two efforts are underway. The Rutgers/Brookdale initiative to offer upper division programs in western Monmouth County and the joint Atlantic Cape Community College will improve access to higher education in underserved areas.)

A report on improvement of graduation/transfer rates for low-income or minority students was adopted in April 1997.

- $1 million was included in the FY 1999 state budget; 10 institutions received one-time, seed grants for model projects to improve the graduation and transfer rates of minority or low-income students.

A report on incentive funding to promote urban revitalization in New Jersey was adopted in May 1997.

- $400,000 was included in FY 1999 state budget for planning grants, which were awarded to 13 college- or university-led collaboratives in the eight designated locales. The Commission's FY 2000 budget policy statement recommends $8 million for implementation grants.

A report on higher education technology included recommendations regarding higher education technology and distance learning; the report was adopted in September 1997.

- A $50 million Higher Education Technology Infrastructure Bond Fund was created to help institutions accelerate implementation of their long-range plans.

- The Virtual Academic Library Environment (VALE) was established with $500,000 from the infrastructure bond fund. VALE allows academic libraries statewide to collaborate, leveraging buying power for database acquisitions and information resources.

- A Technology Advisory Committee is overseeing establishment of a statewide telecommunications network backbone that will provide 45 New Jersey colleges and universities with universal access to advanced digital communications. The infrastructure fund will provide $4.5 million in start-up moneys to be matched by institutional funds.

- With support from the Governor's office, a New Jersey Virtual University, an initial on-line index of distance learning offerings, became operable in January 1999. The Governor proposed $500,000 for faculty development and additional course conversion.

A joint Commission/State Employment and Training Commission literacy report on the need for and current availability of adult literacy services in New Jersey was adopted In March 1998.

- Legislation to establish the recommended State Council for Adult Literacy Education Services was enacted in May 1999.

The Educational Opportunity Fund Board adopted a five-year strategic plan in October 1997.

An update of the long-range plan is currently underway. The Commission is expected to adopt additional recommendations to help New Jersey achieve its vision for higher education in May 1999.

Licensure and related approvals by Commission on Higher Education

Licensure

- Three out-of-state institutions were licensed to offer courses in New Jersey (Asbury Theological Seminary, LaSalle University, and St. John's University)
- Seven New Jersey institutions were relicensed (Beth Medrash Govoha, DeVry Institute, Katharine Gibbs School-Montclair, New Brunswick Theological Seminary, Rabbi Jacob Joseph School, Rabbinical College of America, and Talmudical Academy)
- Two out-of-state institutions were relicensed (Philadelphia College of Bible – degree program and Syracuse University – courses for college credit in selected high schools)

University designation

- Five colleges were granted university designation (Jersey City State, Kean, Monmouth, Rowan, and William Paterson).

Changing/exceeding programmatic mission

- One institution was approved for change of mission (The Richard Stockton College of New Jersey)
- 11 programs that exceed institutional mission were approved (M.S.N., Felician College; Ed.D. in pedagogy, Montclair State University; D.Min. in metro-urban ministry, New Brunswick Theological Seminary; M.S. in educational technology and M.B.A., Ramapo College; Master of Business Studies and M.A. in instructional technology, Richard Stockton College; Ed.S. in counseling services and Ed.S. in school psychology, Rider University; Ed.D. in educational leadership, Rowan University; and B.S. in Electrical Engineering Technology at DeVry Institute)

Branch campuses

- Two branch campuses were approved (Burlington County College and New Jersey Institute of Technology Mt. Laurel campus; University of Medicine and Dentistry of New Jersey-School of Health Related Professions facility at Scotch Plains)

Academic Programs

- From FY 1994 through December 31, 1998, 279 new programs were implemented, most following Presidents' Council review. Fifty-seven of the new programs were implemented by exempt institutions. Ten programs required Commission action because they exceeded the institutions' programmatic mission.
- From FY 94 to FY 98, institutions reported discontinuance of 288 programs, 48 as a result of Upsala College's closure.

Transfer and Articulation

- The Presidents' Council proposed an automated system for tracking and reporting articulation agreements between institutions. A standing committee will trouble-shoot articulations. Improved transfer and articulation will conserve time and resources of both students and institutions.

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Accountability

- The Commission establishes the form and content of annual institutional reports and provides data for the institutions' use in preparing their reports.
- The Commission issues annual systemwide reports that include updates on key institutional data.
- The performance of public colleges and universities in meeting state priorities for graduation, transfer/articulation, efficiency, and diversified revenues will determine part of their FY 2000 state aid.

Advocacy/Information

- Annual institutional and statewide accountability reports are issued.
- Commission staff and institutional representatives provide information to the Legislature.
- Information resources include Commission and Presidents' Council Web pages, quarterly Commission newsletter, and Commission and institutional op eds.
- The Presidents' Council Committee on Advancement, Excellence, and Accountability Reporting organizes conferences and produces brochures.

Adoption of regulations pursuant to statute

- The Commission reviewed all existing regulations within the first year after restructuring; those not amended or readopted expired.
- The Commission amended existing regulations for community college personnel (substantive changes), Equipment Leasing Fund and Higher Education Facilities Trust Fund (technical amendments), and state college personnel (technical amendments, effective for one year after restructuring)
- The Commission promulgated new regulations for community college chargeback, licensure, model code of ethics for institutions, residency for tuition purposes, and infrastructure fund; pending Commission takeover of Minority Academic Careers program, new rules will be promulgated jointly with the Student Assistance Board.

The Commission reviews and approves institutional requests for use of bond fund allocations (Higher Education Facilities Trust Fund, Equipment Leasing Fund, Jobs Education, and Competitiveness Fund, Higher Education Technology Infrastructure Fund).

The Commission and Presidents' Council assist in developing capital initiatives, including the current proposal for $550 million in bond funds for four-year institutions.

The Commission undertook a comprehensive assessment of the three grant programs it administers and implemented all of the following recommendations for program improvement:

Special Needs Grant Program – assessment report adopted in June 1996. Actions include:

- a new formula for allocating funds among the regional centers
- consolidation of two centers
- a new center at a public four-year institution (to serve learning disabled students)
- a permanent committee to advise on program needs and related issues.

College Bound Grant Program (transferred from Department of Education) – assessment report adopted in September 1997. Comprehensive assessment was the first since program's 1986 inception. Actions include:

- advisory group for the program established
- new, open-competition Request for Proposal issues
- data collection system developed to enable future evaluation and improvement.

Education of Language Minority Students Grant Program – assessment report adopted in October 1997. Actions include:

- better application/proposal review processes
- a student tracking system for improved program evaluation and accountability
- a redefined role for the Council for the Education of Language Minority Students as an advisory resource

Examples of other coordination, cooperation and collaboration

The Business-Higher Education Seminar convened to discuss how colleges and universities and the corporate sector could work together for mutual benefit. The Commission provided information for Prosperity New Jersey's Business Resource Center.

Joint campus of Burlington County College and NJIT in Mt. Laurel expands access to engineering/technology offerings in South Jersey.

Twenty-eight joint or cooperative programs approved, primarily in science, health, or technological fields, which are more costly than liberal arts programs.

Appendix 4
College and University Profiles

Introduction

The Higher Education Restructuring Act requires the 1999 comprehensive assessment of restructuring to include a summary of key data for each public institution of higher education. The specific data elements are prescribed by statute. Most of the required data are routinely compiled by the Commission on Higher Education through the IPEDS and SURE systems. Commission staff collected additional required information from the individual institutions to complete the profiles that follow.

Accreditation Status

All New Jersey public institutions are regionally accredited by the Middle States Association of Colleges and Schools. Therefore, this information is not included in each institution's profile.

Senior Public Institutions

Profile of all students. For every institution except Thomas Edison State College, these numbers refer to fall 1998 enrollment. In the case of Edison, the numbers include all students who enrolled at any time during Fiscal Year 1998.

Undergraduate student profile. For every institution except the University of Medicine & Dentistry of New Jersey, this table includes only undergraduates. In the case of UMDNJ, the numbers include all students, graduate/first-professional and undergraduate, because UMDNJ is the only public institution that has more graduate and first-professional students than undergraduates.

SAT scores. SAT scores are reported in the profiles for all senior public institutions except for Thomas Edison State College and the University of Medicine & Dentistry of New Jersey. The reason for the exceptions is that all of Edison's entering undergraduates are transfers, as are the majority of UMDNJ's students. The Commission generally receives SAT scores only for first-time students.

Profile of full-time faculty. This indicator is omitted for Thomas Edison State College, which has no faculty of its own. The table for UMDNJ omits faculty who are paid by other institutions, such as Cooper Hospital.

Community Colleges

Students. In the two student profile tables, non-degree-seeking students are included, while non-credit students are excluded. (Both of these statements are true for the senior publics as well, but the relative numbers involved are much smaller.)

Remediation. Institutional policies differ with regard to who needs to be tested and/or when, the testing instrument(s) used, and the cut-score(s) that are viewed as determining need for remediation. Therefore the profile data on remediation are not comparable across institutions and should not be aggregated.

Institution Name: **Kean University**
Institution Location: **Union, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	6312	3198	9510	97.4%
Graduate	336	1492	1828	
Total	6648	4690	11338	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	758	431	1189	407	142	549	1738
Asian	297	250	547	73	48	121	668
Hispanic	841	497	1338	286	142	428	1766
White Non-Hispanic	1845	1260	3105	1321	565	1886	4991
Other + Unknown	87	46	133	169	45	214	347
Total	3828	2484	6312	2256	942	3198	9510

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	2352	$3,818,880
EOF	733	$ 640,275
Garden State Scholars	12	$ 5,500
Distinguished Scholars	17	$ 16,500
Urban Scholars	75	$ 69,000
NJ Class Loan Volume	35	$ 124,906
Total		$4,675,061

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	473.90	462.06	935.95
Part-Time	452.73	433.64	886.36
Total	473.40	461.39	934.79

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
1107	407	36.8%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	10	4	14	16	4	20	34
Asian	9	7	16	2	6	8	24
Hispanic	14	4	18	7	4	11	29
White	132	20	152	83	34	117	269
Other + Unknown	0	0	0	0	0	0	0
Total	165	35	200	108	48	156	356

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.6:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1	1	2
Asian			
Hispanic	1	2	3
White	6	1	7
Other + Unknown			
Total	8	4	12

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Project Adelante (School of Education) – Pre College Academic Program for Latino students in grades 6-12 in public schools. The goal is to increase retention and graduation rates in high school.
2. Design Production Studio Service Projects (Department of Design) – Faculty provide desktop publishing support services to small businesses and non-profit organizations in the metropolitan area.
3. Theater Outreach, including Arts Incubator Project (Department of Communications & Theater) – An extensive array of theatrical activities in public elementary schools and support for regional theatrical groups.
4. Dr. Angela Porta, Assistant Professor in the Department of Biological Science, is involved in the study of how vitamin D: (a) increases the efficiency of calcium absorption from the intestine; and (b) enhances the tubular reabsorption of calcium from the kidney.
5. Dr. Mary Ellen Nevins, Associate Professor in the Department of Special Education & Individualized Services, is involved in the study of cochlear implants to address ear pathologies and hearing impediments in children.

Major Capital Projects since 1995:

1. New academic building: state of the art instructional and 52,000 sq. ft. facility that includes lecture halls, classrooms, computer labs, multi-media classrooms, and offices.
2. Bruce Hall renovation: modernization of natural sciences labs, classrooms, lecture hall, and offices (addition of a 50 seat lecture hall and classroom).
3. Nancy Thompson Library addition and renovation: added 16,000 sq. ft. and existing building renovated.
4. Athletic facilities: new football stadium and track and construction of new tennis courts.
5. Campus Beautification Project: site improvements and landscaping.
6. Renovation of residence halls: common areas and apartments renovated.
7. Renovations and additions: Wilkins theater, Child Study Institute, Student Services, Fine Arts Building.
8. Infrastructure – construction of 1.2 kw cogeneration system; replacement of underground steam lines; roofing systems (11 bldgs.); upgrade fire safety (5 bldgs.) and upgrade elevator systems (7 bldgs.).

Institution Name: **Montclair State University**
Institution Location: **Upper Montclair, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	7166	2576	9742	97.4%
Graduate	559	2455	3014	
Total	7725	5031	12756	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	478	288	766	163	71	234	1000
Asian	250	167	417	74	36	110	527
Hispanic	710	421	1131	238	132	370	1501
White Non-Hispanic	2698	1863	4561	1078	591	1669	6230
Other + Unknown	146	145	291	129	64	193	484
Total	4282	2884	7166	1682	894	2576	9742

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	2562	$4,707,112
EOF	679	$ 620,255
Garden State Scholars	45	$ 20,500
Distinguished Scholars	225	$ 214,125
Urban Scholars	179	$ 171,500
NJ Class Loan Volume	29	$ 122,480
Total		$5,855,972

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	517.71	502.57	1020.27
Part-Time	491.47	485.60	977.07
Total	515.96	501.44	1017.41

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
913	464	50.8%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	8	5	13	5	9	14	27
Asian	17	7	24	6	1	7	31
Hispanic	8	7	15	2	9	11	26
White	170	43	213	96	43	139	352
Other + Unknown	0	4	4	1	1	2	6
Total	203	66	269	110	63	173	442

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 1.2:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1		1
Asian		1	1
Hispanic	1		1
White	4	2	6
Other + Unknown			
Total	6	3	9

Five Examples of Public Service and/or Research Activities 1995-1998:

1. NJ Network for Educational Renewal: A partnership among MSU and 20 school districts to enhance the education of teachers and renew schools.
2. Great Ideas in Science: An NSF funded program, providing in excess of $2.8 million to support systemic renewal in science education at the K-8 level in Jersey City and East Orange.
3. The Paralegal Clinic: Supported primarily by private funds, the Paralegal Clinic, staffed by students who are supervised by attorneys, provides legal services to local, indigent clients.
4. The Psychoeducational Center: Provides early intervention services for 90 families who have children under the age of three with special developmental needs.
5. Service Learning: Montclair State University places close to 400 students a year in service learning activities at more than 20 sites in neighboring communities.

Major Capital Projects since 1995:

1. Russ Hall renovations: Admissions and Residence Life Building
2. Morehead Hall renovations: Academic Success Center (advising center)
3. Floyd Hall Ice Arena and Yogi Berra Stadium: Athletic facilities.
4. Science Hall: New biology and biochemistry facility.

Institution Name: **New Jersey City University**
Institution Location: **Jersey City, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	3845	2567	6412	96.6%
Graduate	50	2082	2132	98.7%
Total	3895	4649	8544	97.1%

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	441	275	716	381	142	523	1239
Asian	251	152	403	137	100	237	640
Hispanic	725	390	1115	369	220	589	1704
White Non-Hispanic	765	665	1430	750	429	1179	2609
Other + Unknown	88	93	181	16	23	39	220
Total	2270	1575	3845	1653	914	2567	6412

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	2107	$ 3,704,390
EOF	544	$ 434,619
Garden State Scholars	2	$ 750
Distinguished Scholars	4	$ 3,000
Urban Scholars	43	$ 39,000
NJ Class Loan Volume	3	$ 15,826
Total		$ 4,197,585

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	452.00	456.37	908.97
Part-Time	400.78	390.68	791.46
Total	438.30	438.80	877.10

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
663	194	29.3%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	9	5	14	12	4	16	30
Asian	3	2	5	0	5	5	10
Hispanic	5	2	7	5	2	7	14
White	86	21	107	57	17	74	181
Other + Unknown	0	1	1	0	1	1	2
Total	103	31	134	74	29	103	237

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.9:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American		2	2
Asian	1		1
Hispanic	2	1	3
White	3	1	4
Other + Unknown			
Total	6	4	10

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Upward Bound - U.S. Department of Education. $107,000 per year for 95-96, 96-97, 97-98, and $100,000 per year for 1998-99, 99-00, 00-01.
2. Center for HIV Educational Studies and Training - U.S. Department of Health 1996-2001. $2,185,000.
3. Project EXCELL - Minority Personnel in Special Education - U.S. Department of Education 1995-1998 $380,000.
4. Project Divise - Minority Personnel in Special Education - U.S. Department of Education 1996-2000, $551,000.
5. Proyecto Access - Minority Middle School Students in Math and Science - NASA 1996-1999, $305,000.

Major Capital Projects since 1995:

1. Irwin Library renovation/modernization	$8,300,000
2. Fries Hall conversion to Media and Performing Arts Center	$2,800,000
3. Hepburn Hall rehabilitation	$1,350,000
4. Gilligan Student Union rehabilitation	$1,450,000

Institution Name: **New Jersey Institute of Technology**
Institution Location: **Newark, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	3490	1688	5178	91.5%
Graduate	1040	1973	3013	
Total	4530	3661	8191	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	144	311	455	72	157	229	684
Asian	215	651	866	77	207	284	1150
Hispanic	119	359	478	30	173	203	681
White Non-Hispanic	179	1055	1234	98	609	707	1941
Other + Unknown	89	368	457	67	198	265	722
Total	746	2744	3490	344	1344	1688	5178

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1332	$4,390,065
EOF	372	$ 321,850
Garden State Scholars	66	$ 31,000
Distinguished Scholars	139	$ 134,500
Urban Scholars	148	$ 137,000
NJ Class Loan Volume	26	$ 155,185
Total		$5,169,600

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	598.27	546.63	1144.90
Part-Time	558.33	488.17	1046.50
Total	594.41	540.98	1135.39

Seven-Year Graduation Rate Fall 1991 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
544	221	40.6%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	5	3	8	1	2	3	11
Asian	41	19	60	0	5	5	65
Hispanic	2	0	2	1	0	1	3
White	165	66	231	21	23	44	275
Other + Unknown	0	6	6	0	2	2	8
Total	213	94	307	23	32	55	362

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 1.8:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2		2
Asian			
Hispanic	1		1
White	8	3	11
Other + Unknown			
Total	11	3	14

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Report to the New Jersey Legislature: "A Review of the Economic Impact of Environmental Regulations on NJ Industry".
2. Report for the Office of the Treasurer and the Governor: "Strategies to Evaluate Aircraft Routing Plans".
3. The Transportation Economic and Land Use System (TELUS), a North Jersey Transportation Project Analysis for the 21st Century.
4. Studies and reports for various branches and agencies of State government on the measurement and control of automobile emissions.
5. Report to the NJ Legislature: "Healthcare Information Networks and Technologies Report" (HINT).

Major Capital Projects since 1995:

1. Building Science Complex (including a new School of Architecture Building).
2. Laurel Hall (student residence facility)
3. Economic Development Center II (a second business "incubator" facility).
4. CHEN Building (home of the Center for Biomaterials).

Institution Name: **Ramapo College of New Jersey**
Institution Location: **Mahwah, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	2880	1778	4658	82.2%
Graduate	0	154	154	
Total	2880	1932	4812	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	153	114	267	50	33	83	350
Asian	97	96	193	40	19	59	252
Hispanic	121	104	225	45	46	91	316
White Non-Hispanic	1159	1031	2190	958	579	1537	3727
Other + Unknown	4	1	5	6	2	8	13
Total	1534	1346	2880	1099	679	1778	4658

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	791	$ 1,605,999
EOF	272	$ 270,714
Garden State Scholars	12	$ 5,250
Distinguished Scholars	14	$ 13,500
Urban Scholars	16	$ 15,375
NJ Class Loan Volume	83	$ 359,594
Total		$ 2,270,432

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	522.79	513.20	1035.99
Part-Time	500.00	495.83	995.83
Total	522.21	512.76	1034.97

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
419	172	41.1%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	6	4	10	1	1	2	12
Asian	5	1	6	0	0	0	6
Hispanic	2	1	3	2	0	2	5
White	62	13	75	35	9	44	119
Other + Unknown	0	0	0	0	0	0	0
Total	75	19	94	38	10	48	142

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 1:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1	1	2
Asian			
Hispanic	2		2
White	3	4	7
Other + Unknown			
Total	6	5	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. NSF/NJDE funding for RST2 (Revitalizing Science Teaching Through Remote Sensing Technology)
2. Business Partners Program – services to area industry.
3. ACLS grant for Geographic Information Systems in Liberal Arts
4. USDE grant for Upward Bound Math/Science Center
5. FIPSE grant for Environmental Literacy Across the Curriculum

Major Capital Projects since 1995:

1. Center for Performing and Visual Arts	15.8 Million
2. Energy Management System	1.0
3. Library renovations	.8
4. Chiller Plant upgrade	.6
5. Telecommunications upgrade	.3
6. New residence hall/dining facility	13.7
7. Fuel cells	1.2
8. Student Center renovations	1.5
	$35.0 Million

Institution Name: **Rowan University**
Institution Location: **Glassboro, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	6373	1800	8173	95.9%
Graduate	110	1197	1307	
Total	6483	2997	9480	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	347	237	584	103	56	159	743
Asian	114	117	231	18	23	41	272
Hispanic	217	130	347	34	21	55	402
White Non-Hispanic	2810	2292	5102	933	568	1501	6603
Other + Unknown	61	48	109	27	17	44	153
Total	3549	2824	6373	1115	685	1800	8173

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	2172	$ 3,665,974
EOF	556	$ 470,401
Garden State Scholars	85	$ 40,000
Distinguished Scholars	121	$ 116,500
Urban Scholars	121	$ 114,280
NJ Class Loan Volume	103	$ 509,568
Total		$ 4,916,723

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	533.41	546.30	1079.72
Part-Time	492.86	487.14	980.00
Total	533.16	545.93	1079.09

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
770	414	53.8%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	19	4	23	3	4	7	30
Asian	11	10	21	2	3	5	26
Hispanic	5	1	6	7	2	9	15
White	127	49	176	61	51	112	288
Other + Unknown	3	1	4	1	0	1	5
Total	165	65	230	74	60	134	364

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 1.3:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1	1	2
Asian			
Hispanic		1	1
White	11	3	14
Other + Unknown			
Total	12	5	17

Five Examples of Public Service and/or Research Activities 1995-1998:

1. The Rowan University College of Education continues its joint initiative with the Camden City Board of Education with the award winning Coopers Poynt Professional Development School.
2. A University wide initiative is underway to assist the Borough of Glassboro in numerous areas including K-12 education, community service, and economic development.
3. The grant funded, research/service "Project for Human Services and the Work Environment" is an initiative of Rowan's College of Liberal Arts and Sciences in cooperation with the Division of Youth and Family Services.
4. The Rowan University Urban and Public Policy Institute is involved in a major effort with the City of Camden in the area of governmental reform and economic development.
5. The Rowan University College of Fine and Performing Arts provides an outreach effort to area children through it Campus School for the Arts.

Major Capital Projects since 1995:

1. Major renovation of Laurel and Oak halls, two of Rowan's original residence halls - completed in fall 1998.
2. Conversion/major renovation of Saultz Hall to a comprehensive student services complex -- project underway.
3. The construction of Rowan Hall, $27.7 million state of the art engineering building - completed fall 1997.
4. The construction of 125,000 sq. ft. $16.8 million state of the art library - completed in spring 1995.

Institution Name: **Rutgers, The State University of New Jersey**
Institution Location: **Camden, Newark, and New Brunswick, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	30405	5885	36290	90.8%
Graduate	4619	7749	12368	
Total	35024	13634	48658	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	2070	1125	3195	546	289	835	4030
Asian	2995	2773	5768	295	309	604	6372
Hispanic	1712	1178	2890	278	220	498	3388
White Non-Hispanic	8451	7733	16184	1765	1491	3256	19440
Other + Unknown	1309	1059	2368	355	337	692	3060
Total	16537	13868	30405	3239	2646	5885	36290

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	11325	$ 32,774,048
EOF	2735	$ 2,621,390
Garden State Scholars	1508	$ 729,250
Distinguished Scholars	1873	$ 1,828,700
Urban Scholars	882	$ 849,500
NJ Class Loan Volume	381	$ 2,180,591
Total		$ 40,983,479

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	583.35	560.17	1143.52
Part-Time	542.86	533.17	1076.03
Total	582.93	559.89	1142.82

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
5111	3536	69.2%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	45	23	68	25	21	46	114
Asian	91	52	143	15	37	52	195
Hispanic	23	11	34	7	11	18	52
White	1035	310	1345	359	265	624	1969
Other + Unknown	21	90	111	7	39	46	157
Total	1215	486	1701	413	373	786	2487

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 2.5:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American			
Asian			
Hispanic	1		1
White	7	3	10
Other + Unknown			
Total	8	3	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Continuing Education Programs at Cook College served New Jersey's agricultural community along with marine biologists, solid waste recycling experts, and nutritionists.
2. The LEAP (Leadership, Education and Partnership) Academy Charter School in Camden emphasizes mathematics, science, and technology.
3. Spinal Cord Injury Project at the Neuroscience Center on the New Brunswick campus uses multidisciplinary approaches to explore new treatments.
4. The Institute of Jazz Studies on the Newark campus provides state of the art research facilities and serves a broad range of users.
5. The New Jersey Small Business Development Center provides educational and business resources to support small business owners statewide.

Major Capital Projects since 1995:

1. Busch and Camden cogeneration plants that generate heat and electricity.
2. Camden campus Science Building renovations for biology and chemistry.
3. Scholarly Communications Center in the Alexander Library (New Brunswick).
4. Library of Science and Medicine renovations.
5. Bradley Hall renovations (Newark campus) for Department of Visual and Performing Arts.
6. Institute for Women's Leadership Phase II (Douglass Campus).
7. Allison Road Classroom Building (Busch Campus) includes teaching laboratories.
8. Martin Hall renovation (Cook College).
9. Law School construction (Newark Campus).

Institution Name: **The Richard Stockton College of New Jersey**
Institution Location: **Pomona, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	4735	1160	5895	97.0%
Graduate	50	212	262	
Total	4785	1372	6157	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	220	138	358	46	19	65	423
Asian	115	95	210	23	40	63	273
Hispanic	136	83	219	23	9	32	251
White Non-Hispanic	2149	1784	3933	582	413	995	4928
Other + Unknown	5	10	15	3	2	5	20
Total	2625	2110	4735	677	483	1160	5895

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1607	$2,725,139
EOF	323	$ 305,125
Garden State Scholars	64	$ 29,882
Distinguished Scholars	88	$ 82,500
Urban Scholars	148	$ 139,923
NJ Class Loan Volume	63	$ 294,754
Total		$3,577,323

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	547.59	537.45	1085.05
Part-Time	502.86	478.57	981.43
Total	545.70	534.95	1080.65

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
720	412	57.2%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	5	4	9	8	0	8	17
Asian	5	5	10	3	0	3	13
Hispanic	2	3	5	2	3	5	10
White	68	21	89	34	27	61	150
Other + Unknown	0	1	1	0	0	0	1
Total	80	34	114	47	30	77	191

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 1.5:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American		2	2
Asian		1	1
Hispanic			
White	5	2	7
Other + Unknown			
Total	5	5	10

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Geothermal Heating and Cooling Project - research of largest closed loop well-field funded by NJ Board of Public Utilities, Geothermal Heat Pump Consortium, EPA, and Department of Energy.
2. Governor's School on the Environment - funded by Stockton and NJ Department of Education ($230,000).
3. AmeriCorps Projects: a) Project SafetyNet, b) Community Scholars, c) Service-Learning - all providing services to areas of need in the community (funded at 4290,000 for Corporation for National and Community Service).
4. Summer Science at Stockton: Pre-Freshman Enrichment Program (funded by the Department of Energy $ 42K, Robert A Millis Foundation $20K and NJ Department of Education $57K).
5. Coastal Research Center projects on Map Erosion Hazard (funded by FEMA $40K).

Major Capital Projects since 1995:

Arts and Sciences building, Library Addition, West quad Academic Building, multi-purpose recreation center with recreation fields, softball, and baseball fields, Housing IV complex; voice, video and data upgrade; parking lot expansions, ADA enhancements, gateways: CRR projects including fire suppression upgrade, Nacote Creek renovations, housing re-roofing, high voltage system upgrade, lighting retrofits, cafeteria expansion/renovation, A-wing lecture hall, underground storage tanks, and pump lift station upgrade.

Institution Name: **The College of New Jersey**
Institution Location: **Ewing, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	5429	424	5853	95.5%
Graduate	107	751	858	
Total	5536	1175	6711	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	224	112	336	19	10	29	365
Asian	167	127	294	5	5	10	304
Hispanic	170	116	286	10	10	20	306
White Non-Hispanic	2404	1636	4040	212	127	339	4379
Other + Unknown	292	181	473	15	11	26	499
Total	3257	2172	5429	261	163	424	5853

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1274	$ 3,140,324
EOF	348	$ 366,775
Garden State Scholars	572	$ 278,750
Distinguished Scholars	777	$ 767,500
Urban Scholars	221	$ 218,000
NJ Class Loan Volume	207	$ 1,167,780
Total		$ 5,939,129

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	609.07	596.09	1205.16
Part-Time			
Total	609.07	596.09	1205.16

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
1068	842	79.9%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	6	1	7	7	4	11	18
Asian	9	4	13	1	6	7	20
Hispanic	2	2	4	1	3	4	8
White	131	36	167	70	39	109	276
Other + Unknown	7	3	10	0	3	3	13
Total	155	46	201	79	55	134	335

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 1.2:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1		1
Asian	1		1
Hispanic	1	1	2
White	7	2	9
Other + Unknown			
Total	10	3	13

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Adult Learning Center: Deparment of Educational Administration and Secondary Education
2. Alternate Route Certification: New Jersey State Department of Education
3. Tech-NJ, a publication on innovative instructional uses of technology by students and faculty: Department of Special Education.
4. International and overseas teaching and administration programs: Teacher Certification for International Schools: Master of Education, Elementary, Secondary.
5. TIES Magazine, a national journal that supports the teaching of design and technology in middle and high schools: Department of Technological Studies.

Major Capital Projects since 1995:

1. Loser Hall Reception and Nursing Building
2. Expansion and renovation of Armstrong Hall housing the School of Engineering
3. 950 stall parking garage
4. Town-house style residence units for 750 students
5. 143 stall parking garage
6. School of Business Building under construction
7. Science Complex under construction

Institution Name: **William Paterson University of New Jersey**
Institution Location: **Wayne, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	6103	1968	8071	98.1%
Graduate	190	1123	1313	
Total	6293	3091	9384	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	415	250	665	121	48	169	834
Asian	132	101	233	25	18	43	276
Hispanic	501	308	809	129	75	204	1013
White Non-Hispanic	2347	1895	4242	928	583	1511	5753
Other + Unknown	83	71	154	20	21	41	195
Total	3478	2625	6103	1223	745	1968	8071

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	2028	$ 3,518,947
EOF	386	$ 352,725
Garden State Scholars	15	$ 6,500
Distinguished Scholars	27	$ 25,000
Urban Scholars	90	$ 87,000
NJ Class Loan Volume	30	$ 136,142
Total		$ 4,126,314

Fall 1998 First-Time Freshmen: Mean SAT Scores

	Math	Verbal	Total
Full-Time	495.30	485.39	979.77
Part-Time	477.21	471.74	948.95
Total	493.96	484.38	977.48

Six-Year Graduation Rate Fall 1992 First-Time, Full-Time, Degree-Seeking Freshman Cohort

Cohort N	Number who received a degree	Percentage of original cohort that have graduated
962	405	42.1%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	18	8	26	6	8	14	40
Asian	16	10	26	4	7	11	37
Hispanic	8	3	11	3	5	8	19
White	103	27	130	74	41	115	245
Other + Unknown	0	1	1	0	0	0	1
Total	145	49	194	87	61	148	342

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.9:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2	2	4
Asian	1		1
Hispanic	1	1	2
White	3		3
Other + Unknown			
Total	7	3	10

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Through the Passaic County chapter of TESCU (Teacher Education Council of State Colleges and Universities), works collaboratively with local school districts to improve student achievement.
2. Through the Passaic Alliance for County-wide Technology, works with school districts to infuse information technology into K-12 curriculum.
3. Reciprocal borrowing agreements between the University's library and all public libraries in Passaic County give residents access to the University's library holdings.
4. Through the Institute for Creative Aging, provides continuing education and professional development related to aging to health and human services professionals.
5. Professor Nelda Samarel, the recipient of more than $1 million in grant funding, is researching the impact of social support systems on cancer patients.

Major Capital Projects since 1995:

1. College Hall - new building purchased and retrofitted for occupancy by administrative offices, spring 1995.
2. Library - 40,000 sq. ft. addition to a 60,000 sq. ft. building completed summer 1995.
3. Morrison Hall - administrative office building renovated to house centralized student services, summer 1995.
4. Atrium - new academic building completed for occupancy, fall 1996.
5. White Hall - office building renovated and converted to fulfill original purpose as a residence hall, occupancy fall 1997.
6. Matelson Hall - office building renovated and converted to fulfill original purpose as a residence hall, occupancy fall 1998.
7. Hobart Manor - historic manor house renovated and restored, summer 1998.
8. Football field - new field completed summer 1998.
9. Soccer and Field Hockey field - new field completed summer 1998.
10. Power Avenue Building - building purchased and renovation under way, occupancy by Art Department anticipated for fall 1999.

Institution Name: **Thomas Edison State College**
Institution Location: **Trenton, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	0	8393	8393	64.7%
Graduate	0	97	97	
Total	0	8490	8490	

Fall 1998 Undergraduate Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	0	0	0	360	355	715	715
Asian	0	0	0	66	74	140	140
Hispanic	0	0	0	104	211	315	315
White Non-Hispanic	0	0	0	2872	3748	6620	6620
Other + Unknown	0	0	0	309	294	603	603
Total	0	0	0	3711	4682	8393	8393

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Awards	Total Dollar Amount of Awards
TAG	36	$ 37,553
EOF	0	
Garden State Scholars	1	$ 500
Distinguished Scholars	0	
Urban Scholars	0	
NJ Class Loan Volume	0	
Total		$ 38,053

Frequency Distribution of Time to Degree For Baccalaureate Degree Recipients in FY 1997[1]

Number of Years	Number of Degree Recipients	Percentage
Less than 1 year	58	6%
1-2 years	344	39%
3-4 years	204	23%
5-6 years	136	15%
7-8 years	73	8%
9 or more years	84	9%
Total	899	100%

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1	1	2
Asian			
Hispanic			
White	6	3	9
Other + Unknown			
Total	7	4	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Health Information Network technology study was completed and identified $760 million in health care cost savings. Senate Bill 323 was passed on this study and approved by the Legislature on January 28, 1999.
2. Trenton Management Review Commission: The College chaired a Management Review Commission that was made up of members of the public sector that produced a series of reports to improve government operations in the City of Trenton.
3. In cooperation with the Department of Health, the College is assisting in developing with an outside vendor, the design and implementation of a system to capture hospital and out-patient discharge data statewide.
4. The John S. Watson Institute for Public Policy assists decision makers with critical issues as they arise, by providing practical research, technical assistance, and other expertise.
5. The National Institute on the Assessment of Experiential Learning is an annual, intensive learning experience for professionals in higher education who serve adult students.

Major Capital Projects since 1995:

1. Townhouse renovations - $14.2 million renovation of TESC's historic townhouses that will house the College's Distance Learning Center. It is in final construction.
2. Major technology upgrade plan and new student financial system for a total of $3 million.

[1] The Commission on Higher Education is working with Thomas Edison State College to develop data necessary to calculate graduation rate.

Institution Name: **The University of Medicine & Dentistry of New Jersey**
Institution Location: **Newark, NJ**
Institution Type: **Four-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total	% NJ Residents
Undergraduate	683	486	1169	92.2%
Graduate	2491	797	3288	
Total	3174	1283	4457	

Fall 1998 Student Profile, Graduate and Undergraduate

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American	213	106	319	110	32	142	461
Asian	396	442	838	139	80	219	1057
Hispanic	119	123	242	59	20	79	321
White Non-Hispanic	848	916	1764	609	230	839	2603
Other + Unknown	6	5	11	4	0	4	15
Total	1582	1592	3174	921	362	1283	4457

Undergraduate Student Participation in State Student Assistance Programs FY 1998

	Number of Awards	Total Dollar Amount of Awards
TAG	46	$ 85,754
EOF	24	$ 15,000
Garden State Scholars	1	$ 500
Distinguished Scholars	0	
Urban Scholars	1	$ 500
NJ Class Loan Volume	6	$ 38,884
Total		$ 140,638

Average Graduation Rate for Undergraduate Programs at 150% of Normal Time to Completion, for Programs of Varying Length, as of June 1997

Number of Students	Number of Graduates	Graduation Rate
356	255	71.6%

Average Graduation Rate for Graduate and Professional Programs at 150% of Normal Time to Completion, for Programs of Varying Length, as of June 1997

Number of Students	Number of Graduates	Graduation Rate
528	469	88.8%

Profile of Full-Time Faculty Employees, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	8	22	30	4	34	38	68
Asian	25	51	76	6	44	50	126
Hispanic	4	18	22	1	13	14	36
White	212	480	692	50	294	344	1036
Other + Unknown	5	82	87	2	29	31	118
Total	254	653	907	63	414	477	1384

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 3.5:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1		1
Asian	1		1
Hispanic		1	1
White	6		6
Other + Unknown		1	1
Total	8	2	10

Five Examples of Public Service and/or Research Activities 1995-1998:

1. National Pediatric HIV Resource Center (Newark): network of AIDS clinical trials.
2. Cancer Institute of New Jersey (New Brunswick, Trenton).
3. Science Park University Initiative (Newark): creation and development of high tech space, science high school, and affordable housing.
4. National Tuberculosis Center at UMDNJ (Newark).
5. University Headache Center (Stratford)

Major Capital Projects since 1995:

1. Gymnasium renovation Piscataway, 1995.
2. Clinical Academic Building, New Brunswick, 1995
3. Cardiac Catheterization Lab renovation, Newark, 1996.
4. Chandler Health Center, shell space fit-up, New Brunswick, 1996.
5. Center for Children's Support Renovation, Stratford, 1996.
6. E-Level Operating Room holding area, Newark, 1997.
7. Shelter Plus Care, Camden, 1997.
8. Fume hood renovation, Stratford, 1997.
9. Transgenic Animal Facility, Piscataway, 1998
10. Dental clinic renovation, Newark, 1998

Institution Name: **Atlantic Cape Community College**
Institution Location: **Mays Landing, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	1913	3074	4987
% NJ Residents			99.1%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	N/A	N/A	N/A
Writing	59.0%	35.0%	49.0%
Computation	63.0%	38.0%	53.0%
Algebra	20.0%	16.0%	18.0%
Any or All of the above	77.0%	43.0%	64.0%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	164	79	243	274	110	384	627
Asian	60	56	116	86	101	187	303
Hispanic	93	43	136	177	118	295	431
White Non-Hispanic	714	571	1285	1274	715	1989	3274
Other + Unknown	82	51	133	135	84	219	352
Total	1113	800	1913	1946	1128	3074	4987

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	777	$735,995
EOF	222	$123,950
Garden State Scholars	2	$ 750
Distinguished Scholars	4	$ 3,000
Urban Scholars	8	$ 5,500
NJ Class Loan Volume	7	$ 44,767
Total		$913,962

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Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	701
Number Graduated	59
Percentage Graduated	8.4%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	92
Percentage Graduated and Transferred to 4 Year Institutions	13.1%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	1	0	1	3	0	3	4
Asian	1	1	2	1	0	1	3
Hispanic	2	0	2	0	0	0	2
White	22	3	25	17	11	28	53
Other + Unknown	0	0	0	0	0	0	0
Total	26	4	30	21	11	32	62

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.5:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2	1	3
Asian			
Hispanic	1		1
White	6	5	11
Other + Unknown			
Total	9	6	15

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Provided information technology training, expertise, and support to various state and local service agencies at the Atlantic City and Cape May Extension Centers under the auspices of the New Jersey Department of Labor through the One EasE Link project. Also, participated in Atlantic County One EasE Link Network Advisory.
2. Delivered on-site admissions, basic skills placement testing, advisement, and registration services for high school students in Atlantic and Cape May Counties.
3. Conducted descriptive and inferential research studies to meet the information needs of administrators and faculty. For example, Hope Scholarship Tax Credit Impact Analysis, Student Satisfaction with Distance Education Software (FirstClass), and Student Satisfaction with Fine and Performing Arts course experiences.
4. Offered direct services to the community through: participating in local beautification project in Atlantic city, hosting The Girl Scout College, distance learning workshop for N.J. community colleges, various job fairs, sponsored Veteran's Day Program and Student Government Association red ribbon sales to benefit the South Jersey Aids Alliance.
5. Provided open public access to: the Atlantic Community College Art Gallery, the Martin L. Platt Distinguished Speaker Series (features various book authors), and the College library catalog and borrowing service through the Internet.

Major Capital Projects since 1995:

1. "A" Building Renovations - Roof, refurbished labs, installed new HVAC-code upgrade
2. Energy Efficiency Project - replaced all existing lighting with energy efficient lamps and installed mechanical dress to lower electrical usage
3. Roof Replacements - Removed and replaced roofs in buildings B,C,D,E, and H
4. Theater Renovation - Refurbished with new seats, carpets and acoustical wall panels.
5. Library Renovation - modifications made to prevent future flooding
6. NCR Building Renovation - Refurbished for use by Alternative High School

Institution Name: **Bergen Community College**
Institution Location: **Paramus, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	5291	6521	11812
% NJ Residents			99.5%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading & Writing			52.0%
Computation			64.0%
Algebra			77.0%
Any or All of the above			77.0%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	154	124	278	277	113	390	668
Asian	351	410	761	355	232	587	1348
Hispanic	603	517	1120	550	416	966	2086
White Non-Hispanic	1451	1345	2796	2325	1598	3923	6719
Other + Unknown	182	154	336	385	270	655	991
Total	2741	2550	5291	3892	2629	6521	11812

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1531	$ 1,768,226
EOF	373	$ 233,257
Garden State Scholars	1	$ 500
Distinguished Scholars	3	$ 2,000
Urban Scholars	5	$ 4,000
NJ Class Loan Volume	6	$ 27,670
Total		$ 2,035,653

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	1681
Number Graduated	160
Percentage Graduated	9.5%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	339
Percentage Graduated and Transferred to 4 Year Institutions	20.2%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	3	1	4	3	0	3	7
Asian	3	1	4	2	1	3	7
Hispanic	0	2	2	6	0	6	8
White	85	16	101	57	37	94	195
Other + Unknown	1	0	1	0	0	0	1
Total	92	20	112	68	38	106	218

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.6:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2		2
Asian			
Hispanic	1		1
White	5	3	8
Other + Unknown			
Total	8	3	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Through its Center for Instruction, Research and Development, projects such as "Physics Through Dance," "Clinical Instructor Training," "Designing Instruction for Language Students," "Algebra for Learning Disabled," and "Advanced Intensive Wolf Study".
2. Faculty have engaged in research and made presentations on subjects as varied as" Gender Gap in Math: The Cultural Construct of Female Achievement in Mathematics," "Suburbia: The American Domestic Ideal on Film," "Suburbanities Defend Their Homesteads: The Movie Version," "Comparative Justice in Cuba," "The Changing Face of the Cuban Criminal Justice System," "Cognitive Therapy's Broad Effectiveness in the Treatment of Panic Disorder and Chest Pain," and "structured Imagination in Story Creation".
3. Faculty Development studies have included: "From No Tech to High-Tech: A Faculty Development Approach," "Shifting the Paradigm in Introductory Courses," and "Faculty-Driven Faculty Development".
4. Faculty Perform service to the community in many ways, among them: Volunteer, Youth Employment Services; Municipal Court Judge; Member, Coalition of 100 Black Women; Volunteer, Center for Food Action; Mentor, Bergen County Protective Services; Volunteer, Crippled Children's Hospital; Volunteer, St. Paul's Men's Homeless Shelter; Volunteer Fireman.

Major Capital Projects since 1995:

Construction of New Classroom/Laboratory Addition; Renovation of Skoskie Hall; Expansion of Child Development Center; Upgrading of Restrooms to Meet ADA Standards; Construction of a New Grounds Maintenance Facility; Construction of Physical Therapy Laboratory; supplemental parking for disabled and additional general parking spaces; resurfacing of campus roadways; replacement of parking lot lighting fixtures; installation of wiring for additional computer facilities; construction of a new cafeteria corridor; installation of sprikler and ceiling replacement in business and science wing corridors.

Institution Name: **Brookdale Community College**
Institution Location: **Lincroft, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	4944	6479	11423
% NJ Residents			100.0%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	48.9%	11.4%	27.5%
Writing	32.4%	9.5%	19.3%
Computation	48.6%	16.3%	30.2%
Algebra	65.3%	23.6%	41.5%
Any or All of the above	75.9%	25.8%	47.3%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	252	185	437	384	167	551	988
Asian	86	96	182	193	121	314	496
Hispanic	158	120	278	185	115	300	578
White Non-Hispanic	2023	1920	3943	3181	1892	5073	9016
Other + Unknown	54	50	104	159	82	241	345
Total	2573	2371	4944	4102	2377	6479	11423

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1197	$ 1,480,855
EOF	402	$ 225,014
Garden State Scholars	1	$ 250
Distinguished Scholars	6	$ 4,500
Urban Scholars	9	$ 8,000
NJ Class Loan Volume	0	$ -
Total		$ 1,718,619

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	1535
Number Graduated	238
Percentage Graduated	15.5%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	340
Percentage Graduated and Transferred to 4 Year Institutions	22.1%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	1	3	4	8	4	12	16
Asian	1	0	1	2	3	5	6
Hispanic	0	0	0	1	1	2	2
White	79	12	91	71	27	98	189
Other + Unknown	0	0	0	0	0	0	0
Total	81	15	96	82	35	117	213

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.6:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2		2
Asian			
Hispanic			
White	7	3	10
Other + Unknown			
Total	9	3	12

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Significant expansion of the college's offerings in Western Monmouth with the opening of the Western Monmouth Higher Education Center which is also the initial location for the offering of upper division courses through the evolving partnership between Brookdale and Rutgers University.
2. The Center for Holocaust Studies sponsors programs and speakers on a range of topics and assists other colleges establish similar programs. In addition, each year the Holocaust Center awards a scholarship to a teacher in a local school district to study in Israel.
3. Public Radio Station WBJB-FM is a 90.000 watt public radio station providing music, news, and public affairs programming as well as public service announcements for local non-profit organizations. For the fourth-year in a row, the National Association of Broadcasting has nominated WBJB as "Best Jazz Station" in their annual Marconi awards.
4. In response to Governor Whitman's Urban Initiative Plan, Brookdale facilitated the work of the local Urban Coordination Council in developing Asbury Park's strategic Plan. Additional Urban Initiatives include the coordination of Safe and Drug Free After School Program in Asbury Park which served more than 200 children and about 60 parents and guardians.
5. Active campaign to assist business in the county with applying for Customized Training funds for training purposes which is a component of the Workforce Development Partnership Program through the DOL.

Major Capital Projects since 1995:

1. Technology Improvement Program (TIP): a $50 million investment over 5 years in establishing technological connectivity for all Brookdale functions at all sites including finalizing all systems conversions (hardware, software, and staff training).
2. Center for the Visual Arts: renovation of existing structure and construction of 33.400 gross sq. foot addition.
3. Larrison Hall: 100,000 sq. ft. classroom facility houses 30 additional classrooms and laboratories, the Humanities and Business Divisions, an Information Commons, and Counseling Center.
4. Library Renovation: Involved moving and reconfiguring numerous areas in the Academic Megastructure to accommodate renovation of space where the new library will be located.
5. Reconfiguration of campus roadway system.

Institution Name: **Burlington County College**
Institution Location: **Pemberton, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	2242	3493	5735
% NJ Residents			99.7%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	44.4%	8.5%	23.6%
Writing	49.9%	22.5%	34.0%
Computation	51.4%	12.7%	29.0%
Algebra	53.3%	12.9%	29.9%
Any or All of the above	77.4%	23.9%	46.4%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	227	128	355	354	230	584	939
Asian	46	38	84	62	30	92	176
Hispanic	61	50	111	93	47	140	251
White Non-Hispanic	830	764	1594	1634	948	2582	4176
Other + Unknown	54	44	98	56	39	95	193
Total	1218	1024	2242	2199	1294	3493	5735

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	527	$459,101
EOF	191	$111,292
Garden State Scholars	0	$ -
Distinguished Scholars	6	$ 4,500
Urban Scholars	1	$ 1,000
NJ Class Loan Volume	0	$ -
Total		$575,893

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	793
Number Graduated	128
Percentage Graduated	16.1%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	169
Percentage Graduated and Transferred to 4 Year Institutions	21.3%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	2	0	2	0	0	0	2
Asian	0	0	0	0	1	1	1
Hispanic	0	0	0	0	0	0	0
White	32	1	33	18	9	27	60
Other + Unknown	0	0	0	0	0	0	0
Total	34	1	35	18	10	28	63

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.3:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2		2
Asian			
Hispanic			
White	5	4	9
Other + Unknown			
Total	7	4	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Service learning initiative for students in Psychology and Art. More than 500 students learned civic responsibility by participating in volunteer service.

2. Mt. Holly Urban Enterprise Zone- College operates a Business and Career Development Center in Mt. Holly.

3. High Technology Small Business Incubator - Houses two dozen entrepreneurial businesses and Burlington County Chamber of Commerce.

4. WBZC-FM - College Radio Station serves as training for students and community volunteers to work as volunteer broadcasters.

5. Burlington County Youth Health Summit - Dr. Messina chaired committee to analyze the level of health care in Burlington County public awareness of health care services.

Major Capital Projects since 1995:

1. Technology and Engineering Center July 1995

2. Integrated Learning Resource Center May 1996

3. High Technology Small Business Incubator June 1998

Institution Name: **Camden County College**
Institution Location: **Blackwood, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	5253	6532	11785
% NJ Residents			98.2%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading			
Writing			
Computation			
Algebra			
Any or All of the above	79%	50%	68%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	570	274	844	664	323	987	1831
Asian	166	152	318	180	138	318	636
Hispanic	243	113	356	209	118	327	683
White Non-Hispanic	1971	1653	3624	2916	1892	4808	8432
Other + Unknown	57	54	111	51	41	92	203
Total	3007	2246	5253	4020	2512	6532	11785

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1637	$ 1,795,025
EOF	313	$ 176,825
Garden State Scholars	1	$ 500
Distinguished Scholars	6	$ 5,000
Urban Scholars	11	$ 7,000
NJ Class Loan Volume	3	$ 6,472
Total		$ 1,990,822

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	1305
Number Graduated	135
Percentage Graduated	10.3%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	207
Percentage Graduated and Transferred to 4 Year Institutions	15.9%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	4	1	5	6	0	6	11
Asian	3	1	4	1	0	1	5
Hispanic	1	0	1	0	0	0	1
White	47	6	53	30	12	42	95
Other + Unknown	0	0	0	1	0	1	1
Total	55	8	63	38	12	50	113

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.2:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2	1	3
Asian			
Hispanic			
White	7	1	8
Other + Unknown			
Total	9	2	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Vocational and employment related services are provided to deaf and hard of hearing adults living in southern NJ by the Vocational Evaluation & Employment Service for Deaf & Hard of Hearing, which is housed at the College.
2. College employees participate in community activities that include tournament of Champions for disabled youth, March of Dimes/Walk America, American Red Cross Blood Drive, Aids Awareness, Walk for Hunger & the Dooley House Benefit for children with medical conditions.
3. College faculty and administration participate in "Adopt a School" programs. They serve as mentors to 5th grade students attending the Riletta Cream Elementary school in Camden City and as a resource for science and health teacher for the Medical Arts High School in Camden.
4. The College offers a variety of cultural events to enhance the quality of life for all county residents. These include lectures, musical programs, art shows, and theater productions.
5. The College hosts a regional science fair sponsored by the Coriell Institute for over 60 area schools and "I Have a Dream" Foundation of Camden for Camden City middle school students.

Major Capital Projects since 1995:

1. Projects to improve the physical infrastructure at the Blackwood campus. This includes ensuring compliance with federal, state or local mandates; correcting water/drainage problems and repairing/upgrading electrical; heating, ventilation or air conditioning.
2. Projects to improve the information and technological infrastructure. This includes the installation of a new Y2K compliant student information system, a college-wide network for transmission of voice, video, and data within and among all classrooms, offices and buildings on our three campuses. This includes a high-speed connection between the Blackwood, Camden, and Cherry Hill campuses, telephone system upgrade and upgrading/replacing computers for faculty and academic computer labs.
3. Projects to expand the College's presence in Cherry Hill and Camden City. A new Cherry Hill campus is under construction and plans have been developed for the expansion of the Camden campus with the addition of a parking garage.

Institution Name: **Cumberland County College**
Institution Location: **Vineland, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	1232	1253	2485
% NJ Residents			99.6%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	36%	30%	34%
Writing	33%	27%	31%
Computation	26%	40%	32%
Algebra	59%	72%	64%
Any or All of the above	70%	75%	72%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	150	47	197	113	62	175	372
Asian	6	8	14	11	8	19	33
Hispanic	120	83	203	96	43	139	342
White Non-Hispanic	468	300	768	548	297	845	1613
Other + Unknown	23	27	50	24	51	75	125
Total	767	465	1232	792	461	1253	2485

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	616	$765,385
EOF	258	$159,875
Garden State Scholars	1	$ 250
Distinguished Scholars	2	$ 1,500
Urban Scholars	14	$ 11,000
NJ Class Loan Volume	0	$ -
Total		$938,010

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	244
Number Graduated	57
Percentage Graduated	23.4%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	60
Percentage Graduated and Transferred to 4 Year Institutions	24.6%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	1	0	1	3	0	3	4
Asian	0	0	0	0	0	0	0
Hispanic	0	0	0	1	0	1	1
White	17	4	21	12	3	15	36
Other + Unknown	0	0	0	0	0	0	0
Total	18	4	22	16	3	19	41

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.3:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2		2
Asian			
Hispanic	1	1	2
White	4	4	8
Other + Unknown			
Total	7	5	12

Five Examples of Public Service and/or Research Activities 1995-1998:

1. The Mobile Learning Center, equipped with current PC stations, provides on-site training to over 700 employees at area businesses annually.
2. K-12 programs with county schools include; After School Enrichment programs in theater, aquaculture, chemistry, art, and computers; College Experience Program.
3. Guaracini Fine and Performing Arts Center hosts approximately 200 events annually, with attendance of 30,000 during the 1997-1998 academic year.
4. College hosts such multicultural and educational events as the SOAR career conference, Unity Day, Hispanic Retention Conference, Teen Arts Show, and science fair.
5. Grant programs include Student Support Services. Two-Plus-Two Tech. Prep., Perkins Vocational Education, School-to-Career Initiatives, and Workforce Development.

Major Capital Projects since 1995:

Completed:

Bookstore renovation, aquaculture production facility, academic support labs, Phase III Barrier Free Access, renovation of financial aid and advisement center, science building addition, Wheaton classroom and lab renovation/conversion.

Under Design, Out to Bid, or Under Construction:

Lecture Hall I, rooms 29, 17. Testing Center, room 24; ITV Classroom/room 25, stagehouse renovation, tennis court reconstruction, aquaculture production facility addition, athletic lockers room facility, Distance Learning Center. Lecture Hall I redesign, parking lot.

Institution Name: **Essex County College**
Institution Location: **Newark, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	4356	3997	8353
% NJ Residents			99.2%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	83.0%		74.0%
Writing	98.0%		94.0%
Computation	83.0%		76.0%
Algebra	96% (EST)		90.0%
Any or All of the above	96.0%		94.0%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	1377	972	2349	1306	779	2085	4434
Asian	88	89	177	78	60	138	315
Hispanic	547	270	817	322	236	558	1375
White Non-Hispanic	252	273	525	430	371	801	1326
Other + Unknown	277	211	488	244	171	415	903
Total	2541	1815	4356	2380	1617	3997	8353

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	2087	$2,657,078
EOF	531	$ 322,409
Garden State Scholars	0	$ -
Distinguished Scholars	1	$ 1,000
Urban Scholars	9	$ 6,500
NJ Class Loan Volume	24	$ 67,367
Total		$3,054,354

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	1129
Number Graduated	56
Percentage Graduated	5.0%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	112
Percentage Graduated and Transferred to 4 Year Institutions	9.9%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	17	3	20	13	13	26	46
Asian	5	1	6	2	1	3	9
Hispanic	5	0	5	6	2	8	13
White	54	8	62	10	15	25	87
Other + Unknown	0	0	0	0	0	0	0
Total	81	12	93	31	31	62	155

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.6:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American		2	2
Asian			
Hispanic	2		2
White	5	1	6
Other + Unknown			
Total	7	3	10

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Recent expansion of college day care center, to accommodate 100 + children of ECC students and community residents.
2. ECC has played a leading role in the Ford Foundation funded "Project GRAD", which works with Newark Public Schools to ensure student readiness for college.
3. ECC's Customized Company Training program provides in-service training programs for dozens of Essex County employers and hundreds of employees each year.
4. Training Inc., ECC's career training institute, continues to achieve an 80% + placement rate for its graduates in office skills, computer aided design, and PC troubleshooting and repair. Students enrolled in the program were previously on public assistance.
5. ECC continues to enroll 1,000 + elementary and secondary students in summer and after school programs. Students typically take classes in English, reading, math, and computer use.

Major Capital Projects since 1995:

1. Dedication of new 10,000 sq. ft. Center for Technology, 1996.
2. Dedication of new Training Inc. facility, 1998.
3. Dedication of new addition to West Essex campus, 1998.
4. Opening of Humanities Computer Lab to supplement the college's many existing computer labs, 1998.
5. Construction of new Student Center, opening anticipated May 1999.

Institution Name: **Gloucester County College**
Institution Location: **Deptford, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	2150	2462	4612
% NJ Residents			100.0%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	21.0%	8.0%	15.0%
Writing	45.0%	18.0%	32.0%
Computation	36.0%	20.0%	28.0%
Algebra	29.0%	18.0%	24.0%
Any or All of the above	75.0%	40.0%	57.0%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	102	92	194	84	45	129	323
Asian	17	23	40	27	18	45	85
Hispanic	22	16	38	20	15	35	73
White Non-Hispanic	972	785	1757	1317	805	2122	3879
Other + Unknown	51	70	121	83	48	131	252
Total	1164	986	2150	1531	931	2462	4612

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	639	$671,192
EOF	229	$137,375
Garden State Scholars	0	$ -
Distinguished Scholars	3	$ 3,000
Urban Scholars	4	$ 2,000
NJ Class Loan Volume	0	$ -
Total		$813,567

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	675
Number Graduated	119
Percentage Graduated	17.6%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	153
Percentage Graduated and Transferred to 4 Year Institutions	22.7%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	1	0	1	1	0	1	2
Asian	4	0	4	0	1	1	5
Hispanic	0	0	0	1	0	1	1
White	38	1	39	15	6	21	60
Other + Unknown	0	0	0	0	0	0	0
Total	43	1	44	17	7	24	68

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.5:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1	2	3
Asian			
Hispanic			
White	6	2	8
Other + Unknown		2	2
Total	7	6	13

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Offers NCAA Youth Summer Camp which serves over 200 disadvantaged youth each summer through academic and sports programs.

2. Through GCC's Business and Industry Training Center, customized and contracted training is provided to area business organizations.

3. Partnerships with area government agencies include the GC Department of Economic Development, Workforce Investment Board, and Board of Social Services.

4. Administration of the Retired Senior Volunteer Services Program, which provides over 100,000 hours of annual volunteer service directed to community need.

5. GCC's Center for Adult Services and Center for People in Transition programs are contact points for adults seeking information and assistance about returning to college.

Major Capital Projects since 1995:

1. Completion of 18,000 sq. ft. extension to Physical Education Center
2. Installation and hook-up of a geo-thermal well field providing energy efficient HVAC system.
3. Construction of 14,660 sq. ft. extension to library; this two-level facility houses campus bookstore, interactive TV classroom for distance learning 60 stations, computerized learning resource center/test center, and 2 regular classrooms.

Institution Name: **Hudson County Community College**
Institution Location: **Jersey City, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	2653	1521	4174
% NJ Residents			99.7%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	21.0%	19.0%	20.0%
Writing	15.0%	18.0%	16.0%
Computation	30.0%	29.0%	30.0%
Algebra	31.0%	33.0%	32.0%
Any or All of the above	66.0%	49.0%	58.0%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	307	166	473	188	91	279	752
Asian	146	154	300	84	77	161	461
Hispanic	889	459	1348	385	218	603	1951
White Non-Hispanic	151	154	305	156	134	290	595
Other + Unknown	133	94	227	92	96	188	415
Total	1626	1027	2653	905	616	1521	4174

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1460	1,562,250
EOF	231	134,859
Garden State Scholars	0	-
Distinguished Scholars	0	-
Urban Scholars	2	985
NJ Class Loan Volume	0	-
Total		1,698,094

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	918
Number Graduated	52
Percentage Graduated	5.7%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	114
Percentage Graduated and Transferred to 4 Year Institutions	12.4%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	0	1	1	3	1	4	5
Asian	3	1	4	1	0	1	5
Hispanic	1	1	2	3	1	4	6
White	19	3	22	13	3	16	38
Other + Unknown	0	0	0	0	0	0	0
Total	23	6	29	20	5	25	54

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.2:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1		1
Asian			
Hispanic	1	2	3
White	2	5	7
Other + Unknown			
Total	4	7	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Established the Center for the Study of Hate Crimes, Genocide and the Holocaust.
2. Coordinated installation of the Workforce Investment Board's "One-Stop-Career-Center".
3. Site of White House Conference on Aging with U.S. Administration on Aging designation.
4. E Pluribus Unum: Religious Pluralism and Social Change in America Conference supported by the NJ Council for the Humanities.
5. Hispanic Serving Institutions College Work Study Grants from the U.S. Department of Housing and Urban Development.

Major Capital Projects since 1995:

1. Purchase and renovation of 25 Pathside (Jersey City) to serve as the College's Educational Facility.
2. Purchase and renovation of 162 Sip Avenue (Jersey City) to house Student Affairs services and personnel.
3. Renovation of 168 Sip Avenue (Jersey City) to serve as the Science and Technology Center. Also houses the Testing Center.
4. Purchase and renovation of 870 Bergen Avenue (Jersey City) to house faculty offices, classrooms, and computer laboratories.

Institution Name: **Mercer County Community College**
Institution Location: **Trenton, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	2973	5001	7974
% NJ Residents			92.4%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	49.0%	50.0%	49.4%
Writing	54.0%	58.0%	55.6%
Computation	52.0%	51.0%	56.2%
Algebra	71.0%	82.0%	75.5%
Any or All of the above			

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	332	223	555	522	303	825	1380
Asian	74	78	152	123	85	208	360
Hispanic	108	130	238	172	177	349	587
White Non-Hispanic	817	874	1691	1651	1223	2874	4565
Other + Unknown	151	186	337	307	438	745	1082
Total	1482	1491	2973	2775	2226	5001	7974

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	918	$ 1,039,839
EOF	333	$ 193,904
Garden State Scholars	4	$ 1,000
Distinguished Scholars	2	$ 1,000
Urban Scholars	9	$ 7,500
NJ Class Loan Volume	0	$ -
Total		$ 1,243,243

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	930
Number Graduated	137
Percentage Graduated	14.7%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	187
Percentage Graduated and Transferred to 4 Year Institutions	20.1%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	3	1	4	7	1	8	12
Asian	1	0	1	0	0	0	1
Hispanic	1	0	1	1	0	1	2
White	55	5	60	31	9	40	100
Other + Unknown	0	0	0	0	0	0	0
Total	60	6	66	39	10	49	115

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.4:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1		1
Asian		1	1
Hispanic	1		1
White	6	2	9
Other + Unknown			
Total	8	3	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Several Visual and Performing Arts faculty serve on cultural and heritage boards and commission in the county and statewide.
2. An English Professor and Holocaust survivor provides over twenty Holocaust related presentations to community groups each year.
3. A Computer Science professor coordinates program contents for the annual Trenton Computer Festival.

Major Capital Projects since 1995:

1. Communications Building addition of 17,025 sq.ft.
2. Campus wide road resurfacing
3. James Kerney Campus renovation

Institution Name: **Middlesex County College**
Institution Location: **Edison, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	4778	5490	10268
% NJ Residents			99.6%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	58.7%	39.7%	51.0%
Writing	57.7%	42.1%	51.4%
Computation	45.7%	40.2%	43.4%
Algebra	59.3%	56.6%	58.3%
Any or All of the above	81.3%	71.7%	77.4%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	199	191	390	246	139	385	775
Asian	368	340	708	342	257	599	1307
Hispanic	378	288	666	439	271	710	1376
White Non-Hispanic	1239	1179	2418	1567	1048	2615	5033
Other + Unknown	287	309	596	646	535	1181	1777
Total	2471	2307	4778	3240	2250	5490	10268

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1373	$ 1,497,842
EOF	393	$ 233,833
Garden State Scholars	4	$ 1,500
Distinguished Scholars	9	$ 6,500
Urban Scholars	2	$ 1,500
NJ Class Loan Volume	0	$ -
Total		$ 1,741,175

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	1673
Number Graduated	161
Percentage Graduated	9.6%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	284
Percentage Graduated and Transferred to 4 Year Institutions	17.0%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	1	3	4	5	3	8	12
Asian	2	3	5	2	2	4	9
Hispanic	2	1	3	3	2	5	8
White	71	23	94	62	30	92	186
Other + Unknown	0	0	0	0	0	0	0
Total	76	30	106	72	37	109	215

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.7:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1		1
Asian			
Hispanic	1		1
White	6	3	9
Other + Unknown			
Total	8	3	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Under Project SPAN, the college provides counseling and support services to families in trouble, including those with incidences of abuse or neglect.

2. Under the "Domestic Peace Corps" program, ten students spent a year providing tutoring and other academic services at a housing center for the homeless.

3. A Community Research Center was established to undertake research projects for non-profit organizations.

4. Dental Hygiene and Nursing graduates provided health education to residents of a shelter for the homeless.

5. The College is leading a consortium of 19 county colleges in NJ to assess and reform General Education programs.

Major Capital Projects since 1995:

1. Construction of a new Learning Resource Center with nine computer labs, an interactive multi-media classroom, seven networked classrooms, and 275 study stations for students.
2. Completion of outdoor athletic facilities including a rebuilt baseball field, a new softball field, and additional tennis courts.
3. Under the heating plant conversion (from oil to gas) project, a campus-wide natural gas underground distribution system was built, boilers were replaced, and underground oil tanks removed.
4. A fiber optic backbone was installed linking all 24 campus buildings.
5. Installation of personal computers in all faculty offices so that every faculty member will have access to the Internet, e-mail, and the College's student record system.

Institution Name: **County College of Morris**
Institution Location: **Randolph, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	3386	4171	7557
% NJ Residents			99.6%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	N/A	N/A	N/A
Writing	63.0%	58.2%	62.0%
Computation	53.4%	50.3%	52.8%
Algebra	63.0%	66.4%	63.8%
Any or All of the above	79.1%	73.6%	78.4%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	45	63	108	91	66	157	265
Asian	85	116	201	136	98	234	435
Hispanic	107	103	210	193	135	328	538
White Non-Hispanic	1167	1471	2638	1804	1313	3117	5755
Other + Unknown	101	128	229	177	158	335	564
Total	1505	1881	3386	2401	1770	4171	7557

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	593	$717,774
EOF	87	$ 53,906
Garden State Scholars	0	$ -
Distinguished Scholars	3	$ 1,500
Urban Scholars	2	$ 2,000
NJ Class Loan Volume	2	$ 4,800
Total		$779,980

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	1472
Number Graduated	377
Percentage Graduated	25.6%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	481
Percentage Graduated and Transferred to 4 Year Institutions	32.7%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	3	0	3	8	0	8	11
Asian	4	1	5	1	0	1	6
Hispanic	3	0	3	3	0	3	6
White	80	6	86	60	7	67	153
Other + Unknown	0	0	0	0	0	0	0
Total	90	7	97	72	7	79	176

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.6:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American			
Asian			
Hispanic			
White	6	3	9
Other + Unknown			
Total	6	3	9

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Picatinny Technological Innovation Center provides small businesses with the opportunity to take advantage of the Picatinny Arsenal's technology.
2. CCM Celebrates Seniors is an all-day workshop for seniors that includes a variety of workshops in the areas of computers, finance, travel, gardening, history, photography, and astronomy. Over 300 seniors attend the conference annually.
3. Morris County Teen Arts Festival focuses on both visual and performing arts and is open to students in grades 8-12. The College and School Districts host the annual festival, which is in its 19th year.
4. Chanceman's Brothers and Sisters is a 30-minute video about black life and community before the passage of the Civil Rights laws in the 1960s, told through the memories of four Morris County Residents. The video is a project of the CCM Local History Center headed by Dr. Rita Heller, with major funding from the NJ Historical Commission and the Geraldine R. Dodge Foundation.
5. The College serves as the Northwest Regional Center for Economic Education providing both workshops and seminars for all teachers in the region's K-12 schools.

Major Capital Projects since 1995:

1. FY 1995/96: Electric to gas conversion of Sheffield Hall; interior signage for academic expansion; renovations of Sheffield Hall A221; new instrumentation lab; wetlands project adjacent to parking lot 2; campus exterior directional signage project; lighting retrofits of Sheffield, Cohen and DeMare halls.
2. FY1996/97: Aquatic Facility; renovation to exterior entrance to lower Cohen Hall; electric to gas conversion of Cohen and DeMare halls; underground duct banks project.
3. FY1997/98: renovation of science laboratories in Sheffield Hall A209,A210,A214 and A219; replacement of all underground fire alarm cables to each building which connects to the center monitoring station located at the Security Department; modification of the Cohen Hall "B" Cafeteria kitchen HVAC and exhaust system behind the servery.
4. FY1998/99: Modifications for design and photographic facilities; elevator at Henderson Hall; electric to gas conversion of the Health and Physical Education building; renovation of Sheffield Hall science laboratories A217 and A218.

Institution Name: **Ocean County College**
Institution Location: **Toms River, NJ**
Institution Type: **Two-Year Public**

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	43.6%	16.9%	31.6%
Writing	48.6%	20.9%	36.2%
Computation	0.0%	0.0%	0.0%
Algebra	62.4%	31.9%	48.7%
Any or All of the above	74.4%	34.8%	56.6%

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	3325	3870	7195
% NJ Residents			99.4%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	50	41	91	68	48	116	207
Asian	32	30	62	42	32	74	136
Hispanic	78	82	160	124	66	190	350
White Non-Hispanic	1531	1288	2819	2133	1198	3331	6150
Other + Unknown	95	98	193	87	72	159	352
Total	1786	1539	3325	2454	1416	3870	7195

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	842	$ 954,889
EOF	192	$ 124,350
Garden State Scholars	4	$ 1,250
Distinguished Scholars	7	$ 6,000
Urban Scholars	8	$ 5,000
NJ Class Loan Volume	1	$ 5,000
Total		$ 1,096,489

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	873
Number Graduated	234
Percentage Graduated	26.8%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	296
Percentage Graduated and Transferred to 4 Year Institutions	33.9%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	2	0	2	1	0	1	3
Asian	2	0	2	0	0	0	2
Hispanic	0	0	0	1	0	1	1
White	49	4	53	46	5	51	104
Other + Unknown	0	0	0	0	1	1	1
Total	53	4	57	48	6	54	111

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.5:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American		1	1
Asian			
Hispanic			
White	9	2	11
Other + Unknown			
Total	9	3	12

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Summer Camp Viking is a month long summer camp for underprivileged area youths in middle school. The program has a morning educational component, afternoon recreation program, and field trips to local attractions with an educational thrust.
2. Through Tech Prep's three year participation in the Higher Education Eisenhower Grant, Ocean County College faculty have served as mentors to provide workshops for more than eighty middle school teachers on integration mathematics, science, and technology into the middle school curriculum.
3. Provided job-searching skills to Lakewood residents through the "Job Link" project.
4. Established a learning partnership with the Puerto Rican Congress, Inc. of Lakewood, the NJ Department of Labor and Ocean County College to provide language and communication skills training to members in the Lakewood area.
5. Free use of college facilities by local high school athletics teams, county, and state agencies. Major site for the county's "First Night" non-alcoholic, New Year's Eve events; College's Phi Theta Kappa chapter hosts events on and off campus for needy children; College personnel mobilized to assist in charity walks (i.e., March of Dimes, American Career Society).

Major Capital Projects since 1995:

1. 1995-1998 $3,345,000 devoted to miscellaneous renewal and repair projects including: ADA modifications, roof repairs (exterior and interior), lighting upgrade, fire alarm upgrade, parking improvements, HVAC upgrades, window repairs, telephone equipment repairs, and security improvements.
2. 1997-present $1,616,885 grant combined with county funds and donated land to construct a Southern Ocean County College Extension Center containing classrooms, conference rooms, and computer lab space.
3. 1998-present $7,012,000 devoted to a new Science Building with eight labs, faculty offices, and a lecture hall.

Institution Name: **Passaic County Community College**
Institution Location: **Passaic, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	1351	2666	4017
% NJ Residents			99.9%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	87.0%	66.0%	71.0%
Writing	77.0%	63.0%	66.0%
Computation	86.0%	68.0%	73.0%
Algebra	94.0%	74.0%	79.0%
Any or All of the above	97.0%	77.0%	82.0%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	198	117	315	396	138	534	849
Asian	40	36	76	70	89	159	235
Hispanic	498	268	766	886	520	1406	2172
White Non-Hispanic	88	68	156	267	249	516	672
Other + Unknown	15	23	38	24	27	51	89
Total	839	512	1351	1643	1023	2666	4017

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1037	$ 1,194,769
EOF	275	$ 156,931
Garden State Scholars	1	$ 250
Distinguished Scholars	0	$ -
Urban Scholars	3	$ 2,000
NJ Class Loan Volume	0	$ -
Total		$ 1,353,950

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	315
Number Graduated	11
Percentage Graduated	3.5%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	26
Percentage Graduated and Transferred to 4 Year Institutions	8.3%

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Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	2	0	2	5	2	7	9
Asian	0	0	0	3	0	3	3
Hispanic	4	0	4	2	1	3	7
White	13	7	20	25	8	33	53
Other + Unknown	0	0	0	0	0	0	0
Total	19	7	26	35	11	46	72

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.3:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	2		2
Asian			
Hispanic	1		1
White	3	4	7
Other + Unknown			
Total	6	4	10

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Passaic River Project
2. Urban Education Consortium
3. American Breast Cancer and Juvenile Diabetes Walk-a-thons
4. Food/Clothes/Toy Drives
5. Work Study Community Service at Boys & Girls Club of Clifton

Major Capital Projects since 1995:

1. Current expansion of Paterson campus including nine classrooms, a library, a day care center, etc.
2. Current construction of the Wanaque Academic Center in Wanaque, NJ
3. Current renovation of the 3 story Hamilton Club in Paterson, NJ
4. Oil tank removal on the main campus
5. Roof replacement -Main Campus: Founders Hall and Gym
6. Networking of campus
7. Upgrade of mainframe computer
8. Chemistry lab renovation

Institution Name: **Raritan Valley Community College**
Institution Location: **Somerville, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	1768	3844	5612
% NJ Residents			99.8%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	26.5%	22.4%	25.6%
Writing	51.2%	42.4%	49.3%
Computation	29.4%	42.5%	32.3%
Algebra	27.4%	15.1%	24.7%
Any or All of the above	53.1%	54.7%	53.4%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	42	35	77	117	63	180	257
Asian	26	32	58	165	108	273	331
Hispanic	35	22	57	125	74	199	256
White Non-Hispanic	384	351	735	1560	1025	2585	3320
Other + Unknown	349	492	841	322	285	607	1448
Total	836	932	1768	2289	1555	3844	5612

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	305	$344,141
EOF	100	$ 59,630
Garden State Scholars	0	$ -
Distinguished Scholars	0	$ -
Urban Scholars	0	$ -
NJ Class Loan Volume	0	$ -
Total		$403,771

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	617
Number Graduated	94
Percentage Graduated	15.2%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	138
Percentage Graduated and Transferred to 4 Year Institutions	22.4%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	1	0	1	1	1	2	3
Asian	2	0	2	2	1	3	5
Hispanic	0	1	1	0	0	0	1
White	35	4	39	28	12	40	79
Other + Unknown	0	0	0	0	0	0	0
Total	38	5	43	31	14	45	88

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.4:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American		1	1
Asian			
Hispanic			
White	10	3	13
Other + Unknown			
Total	10	4	14

Five Examples of Public Service and/or Research Activities 1995-1998:

1. 1998 Carnegie Foundation for the Advancement of Teaching - New Jersey Professor of the Year Award - given by CASE (Council for the Advancement and Support of Education) Exemplary Initiatives in the Classroom Award for the course, "Global Patterns of Racism: In Literary, Historical and Anthropological Perspectives, by the National Council of Instructional Administrators.

2. Campus Compact National Center for Community Colleges Collaboration Award for work with community social agencies.

3. National Academy of Opticianry Certificate of recognition for outstanding service to the profession of Opticianry and the Academy.

4. Project ASTRO award given by the National Science Foundation - linking astronomers with educators and students in grades K-12.

Major Capital Projects since 1995:

1. Centers for Advanced Teaching and Technology (CATTS) - brings vast multimedia resources into the classroom via fiber optics.
2. Renovation of classrooms, offices, corridors, and halls.
3. New Student Activities Center, centralized Information Center, and expanded parking
4. The Advanced Technology Communications Center serves as a conduit to bring corporate and academic communities together, allowing them to have access to technological resources that are not currently available at any one site in Somerset and Hunterdon Counties.

Institution Name: **Salem Community College**
Institution Location: **Carneys Point, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	425	702	1127
% NJ Residents			94.1%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	49.5%	28.3%	35.2%
Writing	46.6%	21.1%	30.1%
Computation	53.3%	25.0%	34.2%
Algebra	59.2%	34.9%	42.8%
Any or All of the above	74.7%	43.3%	53.6%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	34	23	57	43	18	61	118
Asian	3	4	7	5	3	8	15
Hispanic	12	9	21	8	9	17	38
White Non-Hispanic	194	126	320	359	206	565	885
Other + Unknown	11	9	20	34	17	51	71
Total	254	171	425	449	253	702	1127

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	229	$253,459
EOF	97	$ 56,390
Garden State Scholars	0	$ -
Distinguished Scholars	1	$ 500
Urban Scholars	1	$ 500
NJ Class Loan Volume	0	$ -
Total		$310,849

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	58
Number Graduated	12
Percentage Graduated	20.7%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	15
Percentage Graduated and Transferred to 4 Year Institutions	25.9%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	1	0	1	0	0	0	1
Asian	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
White	6	4	10	10	3	13	23
Other + Unknown	0	0	0	0	0	0	0
Total	7	4	11	10	3	13	24

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.6:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1	1	2
Asian			
Hispanic			
White	8	1	9
Other + Unknown			
Total	9	2	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Provide developmental coursework free of charge to high school students participating in local school-to-careers project.
2. Active membership and committee leadership in Salem County 2000 Council.
3. Work in partnership with Salem County's Inter-Agency Council's homeless project including life skills education.
4. One-stop Career Center location with public accessibility of services free of charge (Internet, etc.).
5. Free use of space by local non-profit organizations such as South Jersey Council on Aids, Cumberland/Salem WIB, United Way, etc.

Major Capital Projects since 1995:

1. 1998 Construction of satellite campus facility - Salem Center.
2. 1998 Learning Resources Center expansion, Donaghay Hall
3. 1998 Roof replacements, Donaghay Hall and Science and Tech. Hall.
4. 1999 HVAC replacement and electrical upgrade, Tillis Hall
5. 1999 Construction of Glass Center.

Institution Name: **Sussex County Community College**
Institution Location: **Newton, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	871	1377	2248
% NJ Residents			92.7%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	48.5%	43.2%	46.7%
Writing	44.7%	45.3%	44.9%
Computation	56.0%	61.9%	58.0%
Algebra	76.3%	91.4%	81.5%
Any or All of the above			

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	8	6	14	14	3	17	31
Asian	3	3	6	5	5	10	16
Hispanic	16	12	28	20	8	28	56
White Non-Hispanic	459	358	817	894	420	1314	2131
Other + Unknown	2	4	6	5	3	8	14
Total	488	383	871	938	439	1377	2248

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	227	$257,807
EOF	0	$ -
Garden State Scholars	0	$ -
Distinguished Scholars	2	$ 2,000
Urban Scholars	0	$ -
NJ Class Loan Volume	0	$ -
Total		$259,807

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	259
Number Graduated	41
Percentage Graduated	15.8%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	52
Percentage Graduated and Transferred to 4 Year Institutions	20.1%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	0	0	0	0	0	0	0
Asian	0	0	0	0	1	1	1
Hispanic	0	0	0	0	0	0	0
White	10	6	16	16	7	23	39
Other + Unknown	0	0	0	0	0	0	0
Total	10	6	16	16	8	24	40

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.3:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1		1
Asian			
Hispanic			
White	8	2	10
Other + Unknown			
Total	9	2	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Public-Private Partnership founding collaborator in the Middle Atlantic States Consortium of the Food Systems Professions Education initiative funded by the Kellog Foundation. Participant in the tri-state (Del, NJ, NY) Pathways to a Better Trained Workforce project to prepare at-risk youth as well as young adults for careers in the food industry.
2. Youth Recreation - gymnasium available to k-12 youth athletic organizations for basketball, indoor soccer, etc. Classrooms, Theater, and Gallery available one week a year during spring break for the Sussex County Teen Arts Festival.
3. S.C.O.R.E. - The Service Corps of Retired Executives (SCORE) is resident at the SCCC campus to provide free counseling and information to those considering starting a business or who have problems with an existing business.
4. Senior Institute - The College sponsors a Senior Institute that focuses on the educational needs of adults over 50.
5. SCCC maintains academic alliances and other partnerships with the following schools and groups: Reverend Brown Elementary School; Sussex County Mathematics Supervisors; Stillwater Public Schools; Sussex County learning Connection Alliance; Sussex County Foreign Language Teachers Alliance; Northwestern New Jersey Academic Collaborative Alliance; Newton High School Multicultural Club. SCCC has also been providing "distance learning" courses to local secondary school students via Interactive Television (ITV).

Major Capital Projects since 1995:

1. Completion of $6.2 M construction project - new parking lots, campus walkways and lighting; reconfigured roadways; new portable water system; new storm drainage system; restoration of original campus green.
2. Renovations completed to provide for a two story classroom wing to the recently acquired E-building on the Upper Campus, including new general purpose classrooms, laboratories, seminar rooms, faculty and staff offices. Existing gymnasium has been restored as a collegiate gym with new locker rooms. The building has also been made handicapped-accessible, including the installation of an elevator.

Institution Name: **Union County College**
Institution Location: **Cranford, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	4392	4508	8900
% NJ Residents			96.0%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	61.3%	43.9%	55.8%
Writing	73.1%	63.9%	70.1%
Computation	62.3%	61.2%	62.0%
Algebra	70.2%	78.7%	72.9%
Any or All of the above	89.9%	89.5%	89.8%

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	567	272	839	624	222	846	1685
Asian	255	155	410	115	77	192	602
Hispanic	651	370	1021	321	165	486	1507
White Non-Hispanic	655	573	1228	1269	600	1869	3097
Other + Unknown	454	440	894	695	420	1115	2009
Total	2582	1810	4392	3024	1484	4508	8900

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	1669	$ 2,002,233
EOF	344	$ 209,924
Garden State Scholars	1	$ 250
Distinguished Scholars	0	$ -
Urban Scholars	14	$ 11,000
NJ Class Loan Volume	0	$ -
Total		$ 2,223,407

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	1011
Number Graduated	71
Percentage Graduated	7.0%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	124
Percentage Graduated and Transferred to 4 Year Institutions	12.3%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	5	2	7	2	5	7	14
Asian	2	2	4	2	3	5	9
Hispanic	1	0	1	1	1	2	3
White	61	7	68	61	24	85	153
Other + Unknown	0	0	0	0	0	0	0
Total	69	11	80	66	33	99	179

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.8:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1	1	2
Asian			
Hispanic		1	1
White	7	2	9
Other + Unknown			
Total	8	4	12

Five Examples of Public Service and/or Research Activities 1995-1998:

1. The President, Dr. Thomas H. Brown, Vice Presidents, and selected faculty and staff members, served on various state, county and community organizations' boards and/or committees.
2. Provided facilities for 200 community organizations per year for meetings, lectures, concerts, seminars, teleconferences, drama, and other activities.
3. Operated Sperry Observatory to provide astronomy education for students, faculty, staff, and the general public.
4. Co-Sponsored conferences, seminars, workshops, courses, and other activities with more than 30 community organizations per year.
5. A Community Information Center was initiated at the Elizabeth Campus to respond to citizens' educational and other related needs.

Major Capital Projects since 1995:

1. Constructed the Cranford Campus Pavilion, a $3 million, 19,000 sq. ft. addition to the Campus Center.
2. Renovated and modernized the science labs and lecture halls on the Cranford Campus.
3. Renovated the Plainfield Campus to provide an additional 3.200 sq. ft. of instructional space.
4. Implemented telecommunications and computing infrastructure and equipment upgrades.
5. Conducted an energy conservation project.
6. Established ITV classrooms on all campuses, expanded access to the Statewide ITV network.
7. Upgraded instructional and classroom equipment.
8. Replaced roofs and HVAC in two buildings.
9. Expanded the parking lots on the Cranford and Plainfield Campuses.

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Institution Name: **Warren County Community College**
Institution Location: **Washington, NJ**
Institution Type: **Two-Year Public**

Student Residency and Enrollment Status, Fall 1998

	Full-Time	Part-Time	Total
Number	340	510	850
% NJ Residents			98.6%

Percentages of First-Time Students Needing Remediation, Based on Test Scores, Fall 1998

	Recent HS Grads (last 12 mos.)	Non-Recent Graduates	Total
Reading	2.1%	20.0%	
Writing	2.1%	20.0%	
Computation	2.1%	31.0%	
Algebra	2.8%	37.9%	
Any or All of the above	2.8%	43.4%	

Fall 1998 Student Profile

Race/ Ethnicity	Full-Time Female	Full-Time Male	Full-Time Total	Part-Time Female	Part-Time Male	Part-Time Total	All Students
African American Non-Hispanic	9	1	10	4	2	6	16
Asian	0	2	2	4	2	6	8
Hispanic	7	0	7	10	2	12	19
White Non-Hispanic	171	136	307	300	134	434	741
Other + Unknown	7	7	14	27	25	52	66
Total	194	146	340	345	165	510	850

Student Participation in State Student Assistance Programs FY 1998

	Number of Students	Total Dollar Amount of Awards
TAG	103	$ 113,357
EOF	0	$ -
Garden State Scholars	0	$ -
Distinguished Scholars	0	$ -
Urban Scholars	1	$ 1,000
NJ Class Loan Volume	0	$ -
Total		$ 114,357

Three Year Graduation and Graduation + Transfer Rates Fall 1995 First-Time, Full-Time Degree-Seeking Cohort

Cohort N	71
Number Graduated	19
Percentage Graduated	26.8%
Number Graduated Plus Number of Non-Graduates that Transferred to 4 Year Institutions	21
Percentage Graduated and Transferred to 4 Year Institutions	29.6%

Profile of Full-Time Faculty, Fall 1998

Race/Ethnicity	Male Faculty with Tenure	Male Faculty without Tenure	Total Male Faculty	Female Faculty with Tenure	Female Faculty without Tenure	Total Female Faculty	All Faculty
African American	0	0	0	0	0	0	0
Asian	0	0	0	0	1	1	1
Hispanic	0	0	0	0	0	0	0
White	3	3	6	6	3	9	15
Other + Unknown	0	0	0	0	0	0	0
Total	3	3	6	6	4	10	16

Ratio of Full-Time to Part-Time Faculty, Fall 1998: 0.3:1

Board of Trustees Profile, Fall 1998

Race/Ethnicity	Male	Female	Total
African American	1		1
Asian			
Hispanic			
White	6	4	10
Other + Unknown			
Total	7	4	11

Five Examples of Public Service and/or Research Activities 1995-1998:

1. Development of Project Think, a critical thinking program for area high school students and educators.
2. College for Kids - a summer program for children 7-14 years of age.
3. An arts program involving poetry readings and dramatic performances.
4. Center for Career and Personal Development, a collaborative project with the county vocational high school.
5. Skylands Small Business Development Center.

Major Capital Projects since 1995:

1. Opening of Permanent Campus (76 acres) in 1996.
2. Construction of a four classroom addition in 1998.
3. Approved Community Center Project - occupancy 2002/03.

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